ED 435 788   AA 001 316

Resources in Education (RIE). Volume 35, Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 435 789   CE 078 942

Mills, Jack; Kazis, Richard
Business Participation in Welfare-to-Work: Lessons from the United States.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 99
NOTE- 68p.; Prepared for the Business Forum on Welfare-to-Work: Lessons from America (London, England, Great Britain January 20-21, 1999). Also sponsored by the New Deal Task Force. Eleven of the 19 case studies are appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; Case Studies; Employee Attitudes; *Employer Attitudes; Employer Employee Relationship; Employment Opportunities; Employment Potential; *Employment Programs; *Entry Workers; *Job Placement; Job Training; Policy Formation; Public Policy; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Welfare to Work Programs

Case studies of 19 U.S. companies involved in welfare-to-work programs found that political and economic factors have accelerated the rate at which employers are hiring welfare recipients. Although participation in welfare-to-work programs is dominated by larger firms in a few industries (such as service and retail sectors), there is potential for continued expansion of employer participation. The primary focus of

(AVA) publications and other materials useful for waging campaigns about education policy. Included among the materials are information sheets and forms that may be photocopied for distribution to policymakers and the public and fact sheets that may be customized with facts and figures about local vocational and school-to-careers programs. Part 3 is a promotion guide that contains step-by-step instructions for planning promotional campaigns and events to create public support in the community. Appended are five papers and a current catalog of promotional materials available from the AVA. The papers' titles are as follows: "Going to Market?" (Dan Stapleton); "Reputation Management" (Pat Jackson); "News--Not Olds--Gets Attention" (Marty Lenzini Murray); "Coping with Crisis" (Eric Ries); and "What Do People Think of Us?" (MN)

ED 435 807 CE 079 338

The Official Guide to the Perkins Act of 1998. The Authoritative Guide to Federal Legislation for Vocational-Technical Education.
PUB DATE- 98
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Comparative Analysis; Educational Finance; *Educational Legislation; *Federal Legislation; Government School Relationship; *Policy Formation; Postsecondary Education; Program Implementation; *Public Policy; School Districts; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Carl D Perkins Vocational Education Act 1984; Carl D Perkins Vocational Technical Educ Act 1998

This document is intended to serve as an easy-to-use reference to the Carl D. Perkins Vocational and Technical Education Act of 1998. The document begins with an historical overview of vocational education policy and legislation for the years 1917-1998. Presented next is an analysis of the differences between the 1990 and 1998 Perkins acts. The analysis includes an overview of major differences between the two acts and a 44-page side-by-side comparison of excerpts from both acts pertaining to 57 specific topics. Among these are the following: authorization; state allotment; eligible state agency; state uses of funds; state plan duration and date of submission; state plan development; state plan contents; accountability (levels and core indicators of performance); state and local requirements regarding special populations; maintenance of effort; within-state allotments; within-state secondary and postsecondary formulas; contents of local applications for funds; and tech-prep related provisions. The next two sections of the document contain a section-by-section summary and the complete text of the 1998 Perkins Act. Appended are pertinent sections of 10 other laws referred to in the 1998 Perkins Act and 19 articles and excerpts from articles about the 1998 Perkins Act's development and passage that are reprinted from the "Vocational Education Weekly." A subject index concludes the document. (MN)

ED 435 808 CE 079 339

Kaufman, Barbara A.; Wills, Joan L.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comprehensive Programs; *Educational Change; Educational Development; *Educational History; Educational Legislation; Federal Aid; *Federal Legislation; Models; Postsecondary Education; *Role of Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Dewey (John); Prosser (Charles); Smith Hughes Act; *Snedden (David Samuel); Vocational Education Act 1963

Early in the 20th century, vocational education was a concern of educators in the United States as schools struggled to meet labor force needs during the shift from an agrarian to an industrial economic base. A 1914 Congress-authorized commission studied whether federal aid to vocational education was warranted. Charles Prosser, a student of social efficiency advocate David Snedden and principal author of the commission report, viewed separately administered and narrowly focused vocational training as the best way to assist nonacademic students in securing employment after school completion. The Smith-Hughes Act of 1917 specified noncompulsory programs and established a precedent of federal-state financing for vocational education. Snedden accepted social stratification as inevitable and believed most students derived little benefit from traditionally organized academic studies. John Dewey, the most vocal opponent of Snedden's social efficiency framework, believed vocational education should be part of a comprehensive curriculum to help students develop expanded occupational options. The Vocational Education Act of 1963 expanded the scope and influence of job training in schools. The contrasting views of Snedden and Dewey revealed dialectically opposed positions on desired program format and on individual existential capacity and the moral responsibility of education in a democratic society. A morally appropriate model for vocational education would be the comprehensive democratic approach advocated by Dewey rather than separately administered, narrowly conceived skills-based programs. (Contains 20 references.) (YLB)

ED 435 826   CE 079 373

Hyslop-Margison, Emery J.
The Employability Skills Discourse: A Conceptual Analysis of the Career and Personal Planning Curriculum.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Career Education; Career Planning; Classification; *Cognitive Development; Communication Skills; *Employment Potential; Foreign Countries; *Job Skills; Postsecondary Education; Problem Solving; Secondary Education; Student Evaluation; *Thinking Skills; *Values Education; Vocational Education
IDENTIFIERS- Canada

The career preparedness component of British Columbia's Career and Personal Planning (CAPP) curriculum commits two fundamental category mistakes in its classification of employability skills, both with potentially serious consequences for education. The first type of category mistake is incorrectly conflating distinct categories of concepts under the general instruction needed to improve awareness and understanding of gay and lesbian students. "Training Needs of Office Managers and Supervisors in State Government: Implications for Business Education" (Donna H. Redmann) reports on large-scale, statewide training needs of support/clerical employees in Louisiana state government. Four papers include substantial bibliographies. (MN)

ED 435 845 CE 079 439

Danziger, Sheldon H., Ed.
Economic Conditions and Welfare Reform.
PUB DATE- 99
NOTE- 323p.; "The papers in this volume were commissioned and presented at a conference held in November 1998 in Washington, D.C. The Joint Center for Poverty Research at the University of Chicago and Northwestern University organized the conference, which was funded by the Office of the Assistant Secretary for Planning and Evaluation (CASPE) at the Department of Health and Human Services."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Business Cycles; Client Characteristics (Human Services); *Economic Climate; Employed Women; Employment Patterns; Federal Legislation; *Federal State Relationship; Income; Industrial Structure; Labor Force; Literature Reviews; Policy Formation; *Public Policy; Social Science Research; State Programs; Statistical Analysis; Tables (Data); *Welfare Recipients; Well Being
IDENTIFIERS- Aid to Families with Dependent Children; *Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; *Welfare Reform

This book contains 10 papers on three key questions regarding the effects of the 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), which ended the Aid to Families with Dependent Children (AFDC) program: why welfare caseloads are falling; how welfare recipients are faring; and how the states are responding to changing conditions. The following papers are included: "Introduction: What Are the Early Lessons?" (Sheldon Danziger); "Welfare Reform, the Business Cycle and the Decline in AFDC Caseloads" (David N. Figlio, James P. Zililak); "What Goes up Must Come Down? Explaining Recent Changes in Public Assistance Caseloads" (Geoffrey Wallace, Rebecca M. Blank); "The Effect of Pre-PRWORA Waivers on AFDC Caseloads and Female Earnings, Income, and Labor Force Behavior" (Robert A. Moffitt); "Examining the Effect of Industry Trends and Structure on Welfare Caseloads" (Timothy J. Bartik, Randall W. Eberts); "Work, Earnings, and Well-Being after Welfare: What Do We Know?" (Maria Cancian, Robert Havemen, Thomas Kaplan, Daniel Meyer, Barbara Wolfe); "Employer Demand for Welfare Recipients and the Business Cycle: Evidence from Recent Employer Surveys" (Harry J. Holzer); "What Will the States Do When Jobs Are Not Plentiful? Policy and Implementation Challenges" (LaDonna A. Pavetti); "Cyclical Welfare Costs in the Post-Reform Era: Will There Be Enough Money?" (Phillip B. Levine); and "The States, Welfare Reform, and the Business Cycle" (Howard Chernick, Therese J. McGuire). Most papers include substantial bibliographies. (MN)

ED 435 846 CE 079 440

Kohler, Maxie P.
University Based Welfare to Work Project and Materials. Final

Schools" (K.T. Carey); (6) "Thomas Hehir and Federal Panelists Stress Need for School Psychology Services" (K. Dwyer); (7) "Providing Preventive Services to Students at Risk: A School-Wide Social Skills Program. LUIGI, A Structured Recess Program" (R.N. Jones, B.T. Wilson, W.R. Binns, S.J. Wasden); (8) "Peer Tutoring Procedures for Use in General Education Classrooms" (G.J. DuPaul); (9) "A School-Wide Social Skills Program: Observation Procedures, Behavior Definitions, and Training Components" (B.T. Wilson, R.N. Jones); (10) "Defusing Disruptions: A Crisis Intervention Method" (N. Schandler); (11) "Technical Assistance Team" (L. York); (12) "Classroom Behavior Management" (B. Dheere). Contact information for the National Emergency Assistance Teams is provided. Position statements on "Employing School Psychologists for Comprehensive Service Delivery," and "School Violence" are included. The "Resolution on Children and Violence in Media and Toys" and the "Resolution on Children, Guns and Other Weapons" of NASP are stated. (EMK)

ED 435 864 CG 028 712

Canter, Andrea, Ed.
Information for Families. Communique Special Edition, Summer 1998.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; Advertising; Children; Computers; Grade Repetition; Internet; Lead Poisoning; Parenting Skills; *Parents; School Phobia; *School Psychologists; Student Promotion; Study Skills; *Teachers
IDENTIFIERS- *National Association of School Psychologists; Rehabilitation Act Amendments 1974; School Refusal

"Communique" is the "official newsletter of the National Association of School Psychologists" (NASP). This "Special Edition" of "Communique" is a compilation of previously published articles all of which bear on information frequently requested by families. NASP is dedicated to building partnerships between schools and families to improve the education and mental health of the nation's children. When families and schools work together, children thrive. In this special issue, NASP provides families with practical, concrete suggestions to help make school a positive experience. As a resource for use in relationships with children and schools, NASP provides these materials in order to help parents work together with school psychologists and teachers toward a common goal--promoting healthy, successful children. This issue includes the following articles: (1) "Retention and Promotion" (Andrea Canter and Karen Carey) (2) "Parenting with Love and Logic" and "Parenting Teens with Love and Logic" (book review; Beth Berghoff and Paul Berghoff) (3) "Effective Parenting: Positive Support for Families" (The National Association of School Psychologists); (4) "Section 504" (Michael Perla); (5) "Computers and Children" (William Pfohl and Shawna Ferstl); (6) "Online Advertising and Children" (Victoria Stanhope); (7) "School Phobia/School Avoidance/School Refusal" (Leslie Z. Paige); (8) "Study Skills" (Virginia Smith Harvey); (9) "School Entry Decisions" (Paula Laidig); (10) "Lead Poisoning in Young Children" (Julie McNamara, Thuy Lindsey, and Judy Singer). (MKA)

ED 435 865 CG 029 020

Ungerleider, Steven, Ed.
The Prevention Researcher, 1999.

ED 435 884 CG 029 578

Hirschfelder, Arlene B.
Encyclopedia of Smoking and Tobacco.
PUB DATE- 99
NOTE- 411p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Advocacy; *Encyclopedias; Environmental Research; *History; Instructional Materials; *Public Health; Public Health Legislation; *Smoking; *Tobacco
IDENTIFIERS- Report Generators

This encyclopedia presents an extensive listing of current and historical information relating to tobacco. It aims to provide accurate, current, and balanced information to people of all viewpoints and on both sides of the smoking debate. The A-to-Z format makes a vast amount of current information easily accessible. Over 600 entries are compiled from authoritative sources that convey information about the history, manufacturing, and use of all forms of tobacco. It is intended for people who have never smoked, for those considering taking up or quitting smoking, and will be of use to those who are seeking to prevent others from getting addicted to tobacco or who are looking for information to de-glamorize smoking. Teachers, counselors, health care professionals, and the general public may find this book helpful. Special features include appendixes of contributions by advocates in the contemporary American tobacco control movement, landmark cases, a list of Surgeon General's reports on smoking and health, and a detailed chronology of tobacco since 1492. There is an index, and several web sites are listed at the conclusion of the book. (Contains 128 references and six appendixes.) (JDM)

ED 435 885 CG 029 579

Carver, Kimberly D.; Gallaher, Rex M.; Richmond, Lee J.
Female Spirituality, Careering and the U.S. Postal Service, Maintenance Division.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Conference of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Job Satisfaction; Management Development; Mentors; *Sex Role; *Spirituality; Training; *Values
IDENTIFIERS- *Postal Service

This paper discusses a study examining the lives of women (N=9) involved as either mentors or proteges in the U.S. Postal Service's Maintenance Leadership Program. Participant interviews consisted of the completion of several instruments including a personality inventory, a measure of agentic versus communal values, an instrument that examines masculine and feminine approaches to spirituality and work, and a spirituality inventory. The women in this study are unique in having been selected for a highly competitive program and for selecting a non-traditional career. Results show that the dye was cast in childhood, as participants were involved in non-traditional play. They report that they are not religious, but eight reported communicating with something that transcends

Association. They examine the role of the counselor as advocate for different groups of people, as follows: (1) "Developing a Common Language and Framework for Understanding Advocacy in Counseling," (R. L. Toporek); (2) "Advocacy on Behalf of African American Clients," (J-A L. Sander); (3) "Challenging Linguicism: Action Strategies for Counselors and Client-Colleagues," (S. F. Chen-Hayes, M. Chen, and N. Athar); (4) "Advocacy for Native American Indian and Alaska Native Clients and Counselees," (R. Herring); (5) "Empowerment Strategies from Latino/Latina Perspectives" (P. Arredondo and L. Vazquez); (6) "Multiracial Families," (K. Kenney); (7) "Youth Advocacy," (M. D'Andrea and J. Daniels); (8) "Advocating on Behalf of Older Adults," (J. Goodman and E. Waters); (9) "Social Justice Advocacy with Lesbian, Bisexual, Gay, and Transgendered Persons," (S. F. Chen-Hayes); (10) "Gender-Based Advocacy for Equity and Non-Violence," (S. Hansen); (11) "Domestic Violence: The Case for Social Advocacy," (M. S. Arnold and K. Sobieraj); (12) "Advocacy on Issues Related to Addictions" (M. J. Taleff); (13) "Advocacy for People with HIV/AIDS," (J. Cebuhar); (14) "Working with Mental Health Care Advocacy Groups," (M. Tenety and M. Kiselica); (15) "Advocacy and Indigenous Methods of Healing," (D. W. Sue); and (16) "Advocating for Women in the Criminal Justice and Addiction Treatment Systems," (K. Kelly and G. Empson). Each chapter provides a list of references. Also includes 25 citations for additional resources related to advocacy. (MKA)

ED 435 905 CG 029 605

Toporek, Rebecca L.
Developing a Common Language and Framework for Understanding Advocacy in Counseling.
PUB DATE- 99
NOTE- 11p.; Chapter 1 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Counselor Role; Empowerment; Literature Reviews; Social Action

The purpose of this paper is to present a framework and definitions that may be useful in considering the role of advocacy in counseling. Using this framework as a foundation, it reviews advocacy in counseling and discusses examples in a range of advocacy actions. In addition, it proposes some of the possible reasons that advocacy has historically experienced marginalization in counseling. This paper intends to facilitate counselors in identifying the range of appropriate ways they may advocate for clients and client groups. This paper also discusses supportive literature in advocacy, empowerment, and social action as well as issues influencing the implementation of advocacy roles in counseling. (Contains 18 references.) (MKA)

ED 435 906 CG 029 606

Sanders, Jo-Ann Lipford
Advocacy on Behalf of African American Clients.
PUB DATE- 99
NOTE- 11p.; Chapter 2 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

differential impacts of important post-high school environments and major role transitions. (Contains 96 references and 17 appendixes.) (JDM)

ED 435 926 CG 029 627

Bachman, Jerald G.; O'Malley, Patrick, M.; Johnston, Lloyd D.; Rodgers, Willard L.; Schulenberg, John E.; Lim, Jeannette; Wadsworth, Kate N.
Changes in Drug Use during Ages 18-32. Monitoring the Future Occasional Paper No. 39.
PUB DATE- 96
NOTE- 110p.; Tables may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Behavior Patterns; Behavioral Science Research; Cultural Context; Data Analysis; Data Interpretation; Drug Use; Environmental Influences; High School Seniors; Illegal Drug Use; Individual Activities; Late Adolescents; Material Development; *Multivariate Analysis; Questionnaires; Research Methodology; School Role; Social Behavior; Sociocultural Patterns; Student Surveys; Tables (Data); *Trend Analysis; Young Adults
IDENTIFIERS- Longitudinal Studies Program (NCES); Monitoring the Future

This paper is a companion to the book, "Smoking, Drinking, and Drug Use in Young Adulthood: The Impacts of New Freedoms and New Responsibilities," by Bachman, Wadsworth, O'Malley, Johnston, and Schulenberg (1997). The book attempts to disentangle the effects of post-high school roles on drug use by conducting a variety of analyses on data from the Monitoring the Future project. The purpose of this paper is to provide supplemental material to the book, including the full set of regression results upon which the book was written. This paper is not meant to stand alone, nor does it need to be read cover to cover; for the most part it is simply a vehicle for making accessible the data and results of analyses that did not readily fit into the book but may be useful for understanding the findings. It provides the reader with: (1) supplemental material on sample characteristics; (2) descriptive statistics of patterns of change in drug use; (3) a complete set of regression results relating post-high school roles to changes in drug use; (4) a discussion of background factors and their relationship to changes in drug use; and (5) data tables for figures which appear in Bachman et al. (1997). The body of this paper is divided into chapter corresponding to items 1 through 4. The last item includes a set of tables. (Contain 10 references and 67 tables.) (Author/JDM)

ED 435 927 CG 029 628

Bachman, Jerald G.; Freedman-Doan, Peter; Segal, David R.; O'Malley, Patrick M.
Trends in Military Propensity and the Propensity-Enlistment Relationship. Monitoring the Future Occasional Paper No. 40.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.; Army Research Inst., Boise, ID.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

the various settings in which counselors work. It states that it is also important to establish the extent to which the competencies are currently infused into counselor preparation programs, as well as determining strategies to promote technology training. Table one lists the technology competence of counselor educators. (Contains six references.) (JDM)

ED 435 948   CG 029 653

Sexton, Thomas L.
Evidence-Based Counseling: Implications for Counseling Practice, Preparation, and Professionalism. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Techniques; Counseling Theories; *Counselor Training; *Higher Education; *Professional Development; Research and Development; *Theory Practice Relationship
IDENTIFIERS- Counselor Effectiveness; ERIC Digests; *Evidence

This Digest states that the integration of research into counseling through an evidence-based approach actually brings the best elements of practice, clinical experience, and reliable treatment protocols together to serve the task of helping clients with the complex problems they bring to counseling. It gives several broad implications for the preparation of counselors and the practice of counseling. Research now points to a number of very stable trends that support the efficacy of some practices of counseling over others. These trends inform counseling practice and preparation, and form the basis of an evidence-based model of counseling. The trends can be categorized in two domains, those concerning the practice of counseling and those about the counselor. In determining the factors needed for effective counseling, research points to a collaborative counseling relationship, the value of learning, and action through behavior change. The second domain of counseling research focusing on the counselor finds that a level of skillfulness, cognitive complexity, and ability to relate and relationally match with clients are important counselor contributions. It is essential for counselors to also have the knowledge and ability to assess the presenting problems of the client so that they can identify evidence-based protocols to apply these protocols in order to increase the likelihood that a successful intervention can occur. (Includes seven references.) (JDM)

ED 435 949   CG 029 654

Gysbers, Norman C.
Working with Resistant Clients in Career Counseling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

ED 435 969 CS 013 746

The Best of "The Running Record." Revised Edition.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Early Intervention; Elementary Education; Instructional Effectiveness; Literacy; *Reading Difficulties; *Reading Instruction; *Reading Research; *Student Needs; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects

This revised edition of the first volume of the "Best of the Running Record Newsletter" contains 23 articles published between March 1989 and Spring 1998--some selections are from the now out-of-print first edition. Articles are arranged by subject matter to assist the reader in finding articles which address a particular point of interest. Section 1, Historical Perspective, contains the following articles: "Why Reading Recovery Works, May 1989" (Barbara Watson); "An Early Intervention To Prevent Literacy Learning Difficulties: What Is Possible? Spring 1994" (Marie M. Clay); and "Welcome Speech, Fall 1995" (William D. Lynch). Section 2, Research and Rationales, contains the following articles: "Reading Recovery Swift, Effective in Reversing Reading Failure, MacArthur Study Find, Winter 1992" (Gay Su Pinnell); "The Role of the University in Reading Recovery in North America, Spring 1993" (Janet S. Gaffney and Gay Su Pinnell); and "Rationale for Teaching At Least Four Reading Recovery Children, Spring 1997" (Noel Jones). Section 3, Reading Recovery Training, contains these articles: "Reading Recovery Teachers as Lifelong Learners: Teachers in Transition, Autumn 1991" (Diane DeFord) and "Interpreting Teacher/Student Interactions in Reading Recovery from a Vygotskian Perspective, Winter 1993" (Carol A. Lyons). Section 4, Teaching for Diversity, contains the following articles: "Descubriendo La Lectura: A Reconstruction of Reading Recovery in Spanish, Winter 1994" (Kathleen McDonough); "Helping All Students Learn, Winter 1994" (Raquel C. Mireles); "Responding to Changing Demographics: Selecting Reading Recovery Books, Winter 1994" (Linda Garrett); "Text Selection for Limited English Proficient Students in Reading Recovery, Winter 1994" (Diana Geisler); and "'We Goed to Readin': Understanding How Children Learn Language, Fall 1995" (Nancy Anderson). Section 5, Teaching and Learning in Reading Recovery, contains the following articles: "A Closer Look at the Writing Component in the Reading Recovery Program, Autumn 1990" (Mary D. Fried); "Learning To Look at Print, Autumn 1992" (Steve Hansell); "Organizing Reading Recovery Lessons for Efficiency and Effectiveness, Autumn 1993" (Steve Hansell); "Dual Processing in Reading: Don't 'Get Your Mouth Ready' Yet, Autumn 1994" (Noel Jones); "Reading Recovery and Phonics: A Response for Parents, Autumn 1994" (Steve Hansell); "What Does Teaching at the Word Level Really Mean? Winter 1994" (Rose Mary Estice); "Doing It by the Book...or, Using the Language of the Guidebook in Our Teaching, Winter 1995" (Judith Neal); "Using Patterns of Responding to 'Follow the Child,' Spring 1997" (Rose Mary Estice); "Helping the Hard-To-Accelerate Child: Problem-Solving the More Difficult Cases, Fall 1997" (Noel Jones); and "Teaching for Strategies in Writing: Maintaining the Balance between Composing and Transcribing, Spring 1998" (Lee Skandalaris). (Each article contains references.) (NKA)

ED 435 970 CS 013 747

Teaching; *Authentic Assessment; Hypothesis Formulation

This book presents a new method for English Language Arts teachers to assess student learning using authentic assessment techniques. It instructs on the implementation of the processes of Hypothesizing and Testing on a one-on-one basis, in order to better understand how children learn. Section 1 ("What Is the Hypothesis-Test Process?") presents an introduction and overview, explaining the background and procedure of the HT process. The second section ("Learning HT One-on-One") contains four student case studies. Section 3 ("Learning from One-on-One: HT in the Classroom") focuses on the teacher and HT use for the entire class. Section 3 also presents an introduction, teacher case studies, and reflections on HT as inquiry. An afterword by Diane Stephens and Jennifer Story is attached. (EF)

ED 435 991 CS 216 920

Robertson, Judith P., Ed.
Teaching for a Tolerant World, Grades K-6: Essays and Resources.
PUB DATE- 99
NOTE- 468p.; See ED 427 325 for the grades 9-12 collection.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Controversial Issues (Course Content); Cultural Differences; Elementary Education; *English Curriculum; *Genocide; Intergroup Relations; Racial Differences; *Social Attitudes; World Problems
IDENTIFIERS- African Americans; Holocaust Literature; Intolerance; Response to Literature; *Tolerance

This book presents essays and resources that address crucial questions regarding how children should learn about genocide and intolerance and the literature used in teaching these topics. Part 1 (Guidelines on Teaching about Genocide and Intolerance through Language Arts/English Studies Education) includes the following 2 essays: "Editor's Introduction: On Constructing Memory and Hope in Childhood" (Judith P. Robertson); and "General Guidelines for Teaching about Intolerance and Genocide" (Grace M. Caporino and Rose A. Rudnitski). Part 2 (Learning about Intolerance and Genocide: Questions of Pedagogy) includes 12 essays: "Defining Genocide: Words Do Matter" (Samuel Totten); "A Letter to My Children: Historical Memory and the Silences of Childhood" (Timothy J. Stanley); "To Know Me, Read My Story. To Respect Me, Read It Well" (Yeuk Yi Pang); "Life Ties: Disrupting Anthropocentrism in Language Arts Education" (Anne C. Bell and Constance L. Russell); "Inviting/Supporting Critical Praxis through Picture Books: 'Possibility' in Monica Hughes's 'A Handful of Seeds'" (Christine D. Connelly); "Re-Reading the Bad Guys: Sixth Graders' Understanding of Nazi Soldiers in 'Number the Stars'" (April D. Nauman); "Tolerance and Intolerance for African American Children and Families: Lessons from the Movie 'Crooklyn'" (Michelle R. Dunlap); "Educating beyond Tolerance: Reading Media Images of the 'Hijab'" (Sharon Todd); "Nightmare Issues: Children's Responses to Racism and Genocide in Literature" (Vicki Zack); "Daniel Pinkwater's 'Wingman': Exploring Conflict-Resolution Strategies through Multiethnic Literature" (Belinda Yun-Ying Louie and Douglas H. Louie); "Rights, Respect, and Responsibility: Toward a Theory of Action in Two Bilingual (Spanish/English) Classrooms" (Beth Yeager, Irene Pattenaude, Maria E. Franquiz, and Louise B. Jennings); and "Classroom Conversations: Young Children Discuss Fairness and Justice,,Intolerance and Prejudice" (Debbie Miller and Anne

Greenstreet, Robert W.; Frederick, Tracy H.
The Sounds of Silence: The Gender-Based Experiences of Women in Intercollegiate Forensics.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Organization for Study of Communication Language and Gender (October 22, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; *Debate; *Females; Higher Education; *Persuasive Discourse; *Self Advocacy; *Sex Differences
IDENTIFIERS- *Debate Tournaments

Intercollegiate forensics (speech and debate) programs represent an outgrowth of the communication curriculum. As such, the goal of forensic programs is to encourage students to become responsible advocates in democratic societies through developing appropriate communication skills and attitudes. This paper extends earlier research, providing support for the conclusion that current forensics practices may discourage development of advocacy skills for women. Through stories reported on critical incident surveys, female participants reported that rather than enhancing their ability to become strong advocates, their experiences often frustrate, confuse and silence them. Contains 35 references; a taxonomy of women's gender-based experiences in intercollegiate forensics is attached. (Author/RS)

ED 436 014 CS 510 169

Dvorak, Jack
Journalism Student Performance in Language Arts. ERIC Digest D145.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Journalism Education; *Journalism Research; *Language Arts; Literature Reviews; *Newspapers; Writing Improvement; Writing Skills
IDENTIFIERS- ERIC Digests

This Digest reviews studies that deal with use of newspapers in grades K through 12 and as part of the language arts or general curriculum, as well as other studies that examined specifically journalism student performance in secondary schools and beyond. It concludes that evidence from all these studies is decidedly positive when comparing various measures among those who have taken a course in journalism or worked on student media and those who have not. (RS)

ED 436 015 CS 510 170

Alex, Nola Kortner; Gottlieb, Stephen S.
Issues in Media Ethics. ERIC Digest D146.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; *Disabilities; *Inclusive Schools; Mainstreaming; *Policy Formation; Preschool Children; Preschool Education; *Student Placement; Surveys; Trend Analysis

This report summarizes data from 1990 and 1993 surveys on preschool mainstreaming that investigated the prevalence of inclusive programming in early childhood education, whether policy challenges to the inclusion of young children have changed over time, and currently existing challenges. Results indicate: (1) there is a dearth of policy research efforts looking particularly at inclusion policies, their implementation and their effectiveness in meeting desired goals for young children; (2) the policy research that is available points to slow progress in the effectiveness of current policies and systems to advance inclusion for young children, with only about 51 percent of preschoolers with disabilities currently educated in inclusive settings; (3) there were greater challenges to inclusion in people's attitudes and beliefs in 1993 than there were in 1990; (4) the perceived policy barriers did not in fact exist in the 1990 study, only the belief that they did; (5) factors other than policy are reported to be important in advancing inclusion, including knowledge,of the effects of inclusion, knowledge and skills of personnel to promote friendships, and children's abilities to manage their own behavior; and (6) the quality of the majority of natural environments is mediocre at best. (Contains 26 references.) (CR)

ED 436 036 EC 307 499

Smith, Barbara J.; Rapport, Mary Jane K.
IDEA and Early Childhood Inclusion.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Early Intervention; Educational Environment; *Educational Legislation; *Federal Legislation; *Inclusive Schools; Infants; Mainstreaming; Policy Formation; Preschool Children; Preschool Education; *Student Placement; Toddlers; Trend Analysis
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This paper discusses 1997 amendments to the Individuals with Disabilities Education Act (IDEA) that promote the inclusion of children with disabilities in general early childhood education settings. The evolution of inclusion policy is explored and changes in disability terminology are described. Amended provisions are then explained and include: (1) an emphasis on the provision of early intervention services in natural environments; (2) participation of preschool children with disabilities in appropriate activities; (3) access to the general education curriculum; and (4) a change in the definition of supplementary aids and services that makes it clear that these non-special education and related services are what he or she is interested in, focusing on the selection of safe, age-appropriate activities; (2) research the individual's communication patterns; (3) develop a recreation plan with both short- and long-term objectives; (4) maintain interest through establishing a specific time period for trying out a new activity, selecting the proper time of day to regularly schedule the activity, and modifying the activity when necessary; and (5) identify effective teaching strategies. Effective teaching strategies include orientation of the individual to the playing area, selecting language appropriate to the pupil's functioning level and communicating the key points of the skill by demonstrating, using Braille or feeling and imitation, and using physical guidance to enable and facilitate the individual's choice-making. An annotated list of 9 organizations and 18 print resources for further information concludes the guide. (Contains 10 references.) (CR)

ED 436 056 EC 307 520

Miles, Barbara
Overview on Deaf-Blindness. DB-LINK Fact Sheet. Revised.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 10p.; For previous version of this fact sheet, see ED 395 442.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Adventitious Impairments; *Caregiver Role; Children; *Communication Skills; Congenital Impairments; *Coping; *Deaf Blind; *Etiology; *Individual Development; Interpersonal Communication; Language Acquisition; Physical Mobility; Quality of Life; Social Integration

This overview provides basic information on the causes of deaf-blindness and the particular challenges faced by individuals who are deaf-blind. Causes of deaf-blindness include various syndromes, multiple congenital anomalies, prematurity, congenital prenatal dysfunction, and various postnatal causes. Differences between people deaf-blind from birth and those adventitiously deaf-blind are noted. Challenges facing a person who is deaf-blind are identified, especially the learning of language, and orientation and mobility skills. Challenges facing the family, teachers, and caregivers are also discussed and suggestions are given in the areas of communication, orientation and mobility, individualized education, transition, and inclusion within the family. The paper stresses that individuals who are deaf-blind have a unique and valuable experience of the world and can have a high quality of life if they accept their condition, are provided educational experiences that help them maximize their abilities, and live in accepting families and communities. (Contains a descriptive guide to 7 organizations that offer help to families, caregivers, and teachers and an annotated list of 11 print resources.) (CR)

ED 436 057 EC 307 521

Stremel, Kathleen; Wilson, Rebecca M.
Communication Interactions: It Takes Two and Receptive Communication: How Children Understand Your Messages to Them

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Climate Control; #Educational Facilities Design; #Educational Facilities Planning; Elementary Secondary Education; #Facility Guidelines; Foreign Countries; Land Use; Lighting; #Public Schools; #School Construction
IDENTIFIERS- #Australia

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter of the guide provides advice on school building design issues, such as the fundamentals of good design and designs that accommodate change, issues affecting building arrangement and arrangement variations, recycled buildings, relocatable buildings, energy considerations, building services, and security issues. Specific topics include the factors that promote building durability; school design that addresses curriculum and enrollment patterns; building arrangements that accommodate terrain, climate, security, and the disabled; design considerations that reflect staffing needs; and design considerations that take advantage of various forms of heating, such as solar and water heating, and maximize the use of shade. Heating and lighting topics also cover design issues involving windows, insulation, lighting, and ventilation. (GR)

ED 436 075   EF 005 504

Odell, John H.
Purpose Designed Facilities. School Buildings Planning, Design, and Construction Series No. 4.
PUB DATE- 95
NOTE- 28p.; For other booklets in this series, see ED 005 501-508.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- #Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; #Facility Guidelines; Foreign Countries; #Interior Design; #Public Schools; #School Construction; #Space Utilization
IDENTIFIERS- #Australia

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter of the guide provides advice on issues involving school space design and the kinds of spaces required in schools, including lecture spaces and seminar rooms, classrooms, special purpose areas where students have significant involvement in practical activities, and student recreational areas. Sample layout drawings are provided for each of the spaces discussed. Additionally examined are staff study and recreational area design; service areas such as canteens, stores, and toilets; general assembly areas; school administration; and access ways and student storage areas. (GR)

ED 436 076   EF 005 505

Odell, John H.
Construction Methods and Materials. School Buildings Planning, Design, and Construction Series No. 5.
PUB DATE- 95
NOTE- 32p.; For other booklets in this series, see EF 005 501-508.
LANGUAGE- English

(Mikiya Koari); "Gadgets and Gizmos: Gimmicks or Godsends?" (Chris Pitts and Robert Weschler); "Classroom Activity: Learning Strategies Report" (Fumie Kato); and "Designing and Using Tasks To Promote Optimum Language Development" (Jane Willis). Section 3, "Voices of Interpretation," includes "Autonomy in Foreign Language Learning: From Classroom Practice to Generalizable Theory" (Leni Dam and David Little); "Task Ideas for Junior and Senior High" (Daina Plitkins-Denning); "Looking at Real-World Tasks: Comparing Task-Based and Skill-Based Classroom Instruction" (Peter Robinson, Gregory Strong, and Jennifer Whittle); "The Language Classroom on a Complex Systems Matrix" (Duane Kindt, Naoki Kumai, Paul Lewis, Matthew A. Taylor, and Michael Cholewinski); "Phonological Awareness in EFL Reading Acquisition" (Brett Reynolds); "Japanese Students Academic Literacy in English" (Mayumi Fujioka); "Empowerment and Unionization: Reason, Application and Effect" (Michael Fox, Bill Holden, Farell Cleary, and John McLaughlin); "The Function of Logical Models in Scientific Writing" (Atsuko Yamazaki); "Translating Questionnaires from English into Japanese: Is It Valid?" (Dale Griffee); and "Demystifying the STEP Test" (Laura MacGregor). Section 4, "Voices of Experimentation," includes: "Practicing Action Research" (Lois Scott-Conley, Neil Cowie, Janina Tubby, Richard Hodge, and Schinichi Yokomizo); "Creativity in High School Oral Communication B Classes" (Renee Gauthier Sawazaki); "Questioning Creativity: The CUE Forum on Higher Education" (Jack Kimball, David McMurray, and Brian McVeigh); "Teacher Beliefs and Teacher Development" (Kazuyoshi Sato and Tim Murphy); "Global Education and Language Teacher Training" (Kip Cates, James Kahny, Daniel Kirk, and Lynda-ann Blanchard); "English Language Needs Analysis for EST Students" (Robyn Najar, Guy Kellog, Scott Rogstad, Larraine Sakka, and John Thurman); "CALL: Classroom Interactions" (David Brooks, Joseph Dias, William Bradley, Paul Daniels, and James Wada); "Developing a Self-Access Center" (John E. Ingulsrud, Kate Allen, Miriam Black, Andrew Schaffer, and Patrick Benke); "East Meets West: Approaches to Learner Autonomy" (Jill Robbins); "Measuring Writing Apprehension in Japan" (Steve Cornwell and Sandra Mackay); "The 3D

ED 436 095   FL 026 079

Rosenbusch, Marcia H., Ed.
Learning Languages: The Journal of the National Network for Early Language Learning, 1998-1999.
PUB DATE- 99
NOTE- 124p.; Published three times per year: Fall, Winter, and Spring.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; Computer Assisted Instruction; Electronic Mail; Elementary Secondary Education; Foreign Countries; Grading; Immersion Programs; Integrated Curriculum; Language Teachers; Partnerships in Education; Program Development; School Districts; Second Language Instruction; *Second Language Learning; Story Telling; Teacher Role; Teaching Methods
IDENTIFIERS- International Schools; Japan; Louisiana; Total Physical Response

These three journals include articles on issues related to language learning. The fall 1998 journal presents: "Attention! Are You Seeking a Position with Excellent Long-Term Benefits? Be an Advocate!" (Mary Lynn Redmond); "National Town Meeting Energizes Support for Early Language Learning" (Marcia Harmon

Miami/Jackson Children's Hospital (Florida). The target population for the MAPP program is youths aged 9-14 years, diagnosed with chronic illnesses (asthma, diabetes, and sickle cell disease). Program sessions take place in a clinic setting, using a portable computer. Three sessions have been developed on chronic illness and its effects on sexual development. The major aim of MAPP is to strengthen intentions to postpone sexual initiation and prevent pregnancy. Evaluation takes place by examining differences between a treatment and control group on pre-post tests at baseline, 1, 3, and 6 months. Measurement instruments include a pre-post questionnaire, computer log, module development logs, and clinic checklist. Outcome evaluation includes comparison of knowledge and attitude change toward sexual abstinence and changes in behavioral intention to choose abstinence in both the intervention and control group. Preliminary reports indicate acceptance of the program by subjects, parents, and clinic personnel. Contains 13 references. (Author/MES)

ED 436 116 IR 019 739

Lancaster, Kenneth; Stokes, Jack
Electronic Conferencing in Education: An Example from Social Work.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Feedback; Higher Education; Instructional Effectiveness; Interpersonal Relationship; *Social Work; Student Participation; *Teleconferencing
IDENTIFIERS- Middle Tennessee State University; Southeast Missouri State University

The use of electronic conferencing in undergraduate social work courses at Southeast Missouri State University and Middle Tennessee State University is discussed. Conferencing increases student participation, encourages more effective relationships among participants, and provides additional feedback experiences. Faculty determined that selection of any computer application for courses be guided by specific teaching and learning goals and not by the sense of wonder created by the technology. When selecting computer technology for the classroom, time saving and efficiency are less significant considerations than the quality of the educational experience for the student. Two methods of measuring the student experience are in process: a survey instrument administered to all students who used electronic conferencing in social work classes, and a videotaped panel of students who have used electronic conferencing. (Author/MES)

ED 436 117 IR 019 740

Gray, Patricia
JavaScript: Convenient Interactivity for the Class Web Page.
PUB DATE- 99
NOTE- 8p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behaviorism; Comparative Analysis; *Constructivism (Learning); Educational Environment; Elementary Secondary Education; *Epistemology; Evaluation Methods; Learner Controlled Instruction; Literature Reviews; *Problem Based Learning; Student Educational Objectives; Student Role; Teacher Role
IDENTIFIERS- *Individually Guided Education; Learning Environment; Resource Utilization

Behaviorism was the dominant epistemology in education approximately 20 years ago, while constructivism has most recently been the dominant epistemology in the field. In this paper, differences between the assumptions of behaviorism and constructivism are briefly identified, and the behaviorist pedagogy of Individually-Guided Education and the constructivist pedagogy of Problem-Based Learning are analyzed across six core elements of the instructional environment, including learning goals, instructional approaches, teacher's role, students' roles, resource utilization, and evaluation strategies. In conclusion, the authors discuss the similarities in pedagogy resulting from two very different epistemologies. (Contains 32 references.) (Author/MES)

ED 436 136 IR 019 761

Pacheco, Janice; Day, Barbara Taylor; Cribelli, Susan; Jordan, John; Murry, Brandon; Persichitte, Kay A.
Web-Based Menus: Font Size and Line Spacing Preferences.
PUB DATE- 99
NOTE- 6p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Design Preferences; Educational Technology; Higher Education; *Menu Driven Software; Preservice Teacher Education; Preservice Teachers; *Screen Design (Computers); Screens (Displays); Users (Information); *World Wide Web
IDENTIFIERS- Ranking; *Text Formatting; University of Northern Colorado; *User Preferences; Web Pages

The study investigated the elements of font size and line spacing in World Wide Web menus for both a scrolled and not scrolled condition with a sample of undergraduate university students. Subjects were 185 students enrolled in 13 section of educational technology preservice teacher courses at the University of Northern Colorado. Students were asked to rank their preferences of four distinct Web menu screens. The four screens included these combinations: default font, double-spaced; large font, double-spaced; default font, single-spaced; and large font, single-spaced. The screens were adapted for two additional conditions: long menus (scrolled) and short menus (not scrolled, designed to be fully viewed on one screen). The content of the menus was lists of endangered species. Results indicate that users prefer large fonts and double line spacing in both scrolled and not scrolled treatments. (MES)

ED 436 137 IR 019 762

Clariana, Roy B.
CBT Design: A Feedback Aptitude Treatment Interaction.
PUB DATE- 99

efficacious environment. (MES)

ED 436 156 IR 019 781

Jannasch-Pennell, Angel; DiGangi, Samuel A.; Yu, Alex; Andrews, Sandra; Babb, John S.
Impact of Instructional Grouping on Navigation and Student Learning in a Web-Based Learning Environment.
PUB DATE- 99
NOTE- 6p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; Decision Making; Design Preferences; *Grouping (Instructional Purposes); Individual Instruction; *Instructional Design; Instructional Effectiveness; Learner Controlled Instruction; *Navigation (Information Systems); Student Attitudes; Two Year Colleges; World Wide Web; Writing Instruction
IDENTIFIERS- Home Pages; *Learning Environments

This study examines the effects and interactions of World Wide Web page design on student navigation and decision making in Web-based learning environments. The following research questions are examined via quantitative, qualitative, and exploratory data analysis procedures: (1) Does instructional grouping or Web page format effect navigational decisions in an online learning environment? (2) Are there differences in the number of unique URLs (Uniform Resource Locators) visited with respect to instructional grouping or Web page format? (3) Are there differences in student attitude toward instructional grouping or computer-mediated instruction? and (4) Are there differences in quality of students' written language with respect to instructional grouping or Web page format? Fifty undergraduate students enrolled in an introductory educational survey class at a large southwestern community college served as subjects. Each subject was randomly assigned to one of four groups: cooperative learning with advisement; cooperative learning without advisement; individual learning with advisement; and individual learning without advisement. Subjects participated in computer-mediated instruction employing Internet resources to gather information and compose an essay. An interaction between instructional arrangement and homepage design was observed with regard to navigation. No significant differences with respect to attitude and performance were observed. Implications for instruction, navigation, and interface design are detailed, and areas for further research are presented. (MES)

ED 436 157 IR 019 782

Marszalek, Christine S.; Lockard, James
Which Way To Jump: Conventional Frog Dissection, CD-Tutorial, or Microworld?
PUB DATE- 99
NOTE- 16p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English

Learning; Curriculum Development; Educational Technology; Higher Education; Hypermedia; *Information Seeking; Instructional Design; Knowledge Level; *Learning Processes; Metacognition; Preservice Teacher Education; Qualitative Research; *Student Projects; Teaching Methods; *World Wide Web
IDENTIFIERS- Learning Environments; Scaffolding; *Technology Integration

The purpose of this study was to investigate the process used by learners to direct, locate, and integrate information resources for use in a project-based environment. Four cases (n=9, including three group projects and one individual project) were analyzed from an introductory educational technology course for preservice teachers during a unit on telecommunications. Participants were asked to generate projects for integrating the Internet into the curriculum. Within this project-based context, learners searched for information resources that would accompany their project ideas. Specifically, the study examined: strategies used by participants to guide their information seeking; the role of system, domain, and metacognitive knowledge in locating World Wide Web resources; and the extent to which student integrate Web resources into coherent projects. Three major findings related to use of hypermedia systems during project-based learning are discussed: (1) progressing from data-driven to goal-driven approaches was critical to developing a coherent project idea: (2) consolidating multiple information resources with proposed project methods and rationales was challenging for learners; and (3) metacognitive, domain, and system knowledge appear critical to achieving coherence in project development. Implications related to the role of instructional scaffolding in encouraging goal-driven and metacognitive processing during open-ended learning are considered. (Author/MES)

ED 436 176 IR 019 801

Lockee, Barbara B.; Burton, John K.; Cross, Lawrence H.
No Comparison: Distance Education Finds a New Use for "No Significant Difference."
PUB DATE- 99
NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; Comparative Analysis; *Distance Education; Educational History; *Educational Media; *Educational Technology; Evaluation Methods; Evaluation Problems; *Evaluation Research; Higher Education; Instructional Effectiveness; Intermode Differences; Literature Reviews; *Research Methodology; *Research Problems; Statistical Significance

This paper details the origins of the media comparison study methodology, its current use as an evaluation instrument in distance education, and recommendations for more stringent discrimination between research and evaluation in the field of distance learning. The following topics are discussed: (1) the history of research in instructional technology from 1968 to the present; (2) recent research in distance learning, including the difference between evaluation and research, and weaknesses in many instructional technology studies (e.g.,

NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjunct Faculty; College Faculty; Community Colleges; Faculty Development; *On the Job Training; *Part Time Faculty; Program Design; Program Development; Program Effectiveness; Program Proposals; Questionnaires; *Staff Development; Staff Orientation; Surveys; Teacher Orientation; Two Year Colleges

This study identifies community colleges that have staff development programs for part-time teachers, determines specific aspects included in these programs, and discovers which components these programs have in common. It also presents a paradigm, or suggested design, that should be contained in any effective staff development program for training part-time adjunct teachers in community colleges. A study identified a population of community colleges with staff development programs for part-time teachers. Its objective was to learn about current training programs at community colleges through a locally developed survey instrument. The literature supported the use of a series of interviews administered through follow-up telephone calls as well as the designed survey instrument. Findings demonstrated that the representative sample of 66 community colleges does reflect a desire to properly train adjunct faculty in the ways and means of proper teaching. An appropriate paradigm should contain all the segments identified in the survey--orientation, governance, substance (content), delivery, and modes--to fully represent a well designed adjunct faculty paradigm. The ideal training situation for community colleges is to insure that the adjunct faculty member is included as a full teaching partner in the college program. Includes appendices. Contains 44 references. (VWC)

ED 436 195 JC 000 010

El Camino College Academic Program Review Guidelines.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *College Programs; Community Colleges; Educational Assessment; Educational Quality; Guidelines; Institutional Evaluation; Program Effectiveness; *Program Evaluation; Program Validation; *Self Evaluation (Groups); Summative Evaluation; Two Year Colleges
IDENTIFIERS- *El Camino College CA

This document presents El Camino College's academic program review guidelines as of January 1999. Academic programs are scheduled for full evaluation once every six years and involve a two-year process. By or before the beginning of each fall semester, the Office of Academic Affairs notifies the dean of each division as to which programs are to be reviewed during that academic year. The department's full-time faculty decides which instructors will become members of the self-study team. The chair(s) of all self-study teams should receive an orientation in the program-review process from the Coordinator for Academic Program Review. Program self-studies contain six major sections: (1) overview and responses to previous recommendations; (2) the program environment; (3) the program

Section 1: History of Honors at SUNY Rockland. (by Samuel Draper, founder of Honor's Program). Discusses the development of the honors program at Rockland Community College from the late 1960's. Honors courses originated in the late 1960's and in 1977 the college founded the Mentor Talented Student Honors Program (MTS) to better recruit high-performing high school students and prepare them for transfer to prestigious universities. Section 2: Teaching in the MTS Honors Program (by Nancy Hazelton, Professor SUNY Rockland). Discusses the role of faculty in the MTS Program, honors curriculum elements, and the responsibilities of mentors. Section 3: A Student's Evaluation of the MTS Program (by James McNamara, College sophomore). Discusses the advantages and benefits of the MTS Program in terms of curriculum, skills acquired, interaction with professors, collaboration with mentors, and transfer readiness. Section 4: Honors at Bergen Community College (by Robert Kahn, Dean, Bergen C.C.). Discusses the benefits to other colleges of being mentored by Rockland's MTS program through the FIPSE project (Fund for Improvement in Post-Secondary Education). (RDG)

ED 436 215 JC 000 031

Ross, Jeffrey D.
Twenty-Four English 101 Students Evaluate Their Portfolio Assignment.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Conference of the Two-Year English Association West Region (Park City, UT, October 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Conference Papers; *English Instruction; *Portfolio Assessment; *Student Attitudes; Student Reaction; Two Year College Students; Writing Assignments; Writing Evaluation; *Writing Skills
IDENTIFIERS- Central Arizona College

This study evaluates student attitudes about the use of portfolios in an English composition course. During the course of a semester, students in an English 101 course at Central Arizona College compile a portfolio of their compositions. Included in the portfolio is a rewrite of the first assigned paper (P-1). The P-1 paper was due the second week of the semester and received evaluative remarks only (no grade) from the instructor. Students were later asked to rewrite P-1. Near the end of the semester, 24 students were asked to respond to the following two questions: 1) Why was/wasn't the P-1 easy to revise? 2) Should the P-1 be included in the portfolio? This document presents student responses and the instructor's conclusions. Conclusions were: 83% of students found the P-1 easy to revise and 96% believed the P-1 should be included in the portfolio; responses indicate that students understand the purpose of the assignment and are able to reflect on their improvement as writers. (RDG)

ED 436 216 JC 000 032

Mattice, Nancy J.; Dixon, Phillip Scott
Student Preparedness for Distance Education.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English

Chen, Perry; Haufler, Adrienne; Taam, Heidi

A Different World: Native American Children's Perceptions of Race and Class in the Media. A Series of Focus Groups of Native American Children.

SPONS. AGENCY- Miriam and Peter Haas Fund, San Francisco, CA.; Ford Foundation, New York, NY.; Kellogg Foundation, Battle Creek, MI.; Levi Strauss Foundation, Inc., San Francisco, CA.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.

PUB DATE- 99

NOTE- 7p.; For related document on children in general, see PS 027 852. Also sponsored by the M.R. Finley Foundation.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescent Attitudes; *Adolescents; *American Indians; *Childhood Attitudes; *Children; *Mass Media; Mass Media Effects; *Mass Media Role; News Media; Nonprint Media; Popular Culture; Programming (Broadcast); Race; Social Class; Television Research

IDENTIFIERS- *Native Americans

This pamphlet presents the results of a series of focus groups comprised of Native American children and adolescents regarding their perceptions of race and class in the media. The results indicated that although some youth were concerned most about the absence of their group in the media, others were primarily concerned about stereotyped portrayals. Many Native youth spoke first about problems apart form race, such as sex, violence, values, and the portrayal of youth in general. However, common themes relating to the minority experience appeared consistently in all the focus groups. First, on the rare occasions when Native youth saw their culture and race in the media, the portrayal was often an unflattering picture. Many youth stated that they do not necessarily look to the news for role models or reinforcement of their identity. Second, youth suggested more differences in news media treatment based on socioeconomic class rather than race as a definite divider. Third, Native youth often stated a preference for programming that would appeal to everyone, have a diverse racial cast, and reflect the realities of their lives. The report concludes that Native youth are concerned about media portrayals of race and class, note the absence of groups other than whites and African Americans, and believe that media can influence opinions and relationships. However, Native youth provided a unique perspective, and their critique covered issues such as fairness, violence, and opportunity as often as race or class. (KB)

ED 436 234 PS 027 852

A Different World: Children's Perceptions of Race and Class in the Media. A Series of Focus Groups and a National Poll of Children.

SPONS. AGENCY- Miriam and Peter Haas Fund, San Francisco, CA.; Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.; Ford Foundation, New York, NY.; Levi Strauss Foundation, Inc., San Francisco, CA.; Rockefeller Foundation, New York, NY.

PUB DATE- 98

NOTE- 19p.; For related document on Native American children, see PS 027 851. Also sponsored by Gap, Inc., and the Morrison & Foerster Foundation.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Goals and Strategies through Consonance and Controversy.
PUB DATE- 99
NOTE- 27p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childhood Needs; *Early Childhood Education; *Educational Change; *Educational Philosophy; Educational Practices; Educational Theories; *Elementary School Curriculum; Elementary School Teachers; Objectives; Play; *Preschool Curriculum; Preschool Teachers; *Teacher Student Relationship; Trend Analysis; *Young Children
IDENTIFIERS- Project Head Start; *Whole Child Approach

Based on the premise that determining the early childhood curriculum hinges to a certain extent on discovering the nature of children, this chapter explores the origins and practices of early childhood curriculum in the United States. The chapter reveals perceptions shifting over time regarding characterizations of young children's most essential natures; valued goals and expected forms of development and learning; projections of the roles teachers, materials, and peers play in development and learning; and understanding of the act of teaching itself. The chapter begins by considering the notion of educating the whole child, discussing the ideas of Rousseau, Pestalozzi, and Froebel. Works are examined challenging the view of the child contained in the Froebelian kindergarten curriculum, including Dewey and progressive education, Montessori and education for social competence, and the child development perspective. The discussion of the period from 1950 through 1980 focuses on Erikson's ideas regarding development, Piaget's theory of intellectual development, implications of these theories for curriculum, the growth of Head Start, and the increasing focus of curriculum research on identifying which programs would produce the greatest IQ gains rather than helping to understanding the essential nature of the child. The chapter further discusses several new curriculum development movements appearing since 1980, including all-day kindergarten, the recognition of diversity, Vygotsky's theory, and the reconceptualization of the field. The chapter concludes by noting that the image of the whole child and arguments for the roles of process and play in promoting development and learning remain vital. (Contains 76 references.) (KB)

ED 436 252   PS 028 088

Fromberg, Doris Pronin
A Review of Research on Play.
PUB DATE- 99
NOTE- 28p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Definitions; *Early Childhood Education; Educational Practices; *Elementary School Curriculum; Literature Reviews; Narration; *Play; *Preschool Curriculum; Pretend Play; *Theory Practice Relationship; Young Children
IDENTIFIERS- Complexity Theory; Play Learning; Play Theory; Scripts (Knowledge Structures); Theory of Mind

Uninformed of the power of play as an educational tool, many people view play as a waste of time and call for a return to teaching basic academic skills during the period of early

School Students; *Friendship; Grade 6; *Help Seeking; *Helping Relationship; Intermediate Grades; *Peer Relationship; Problem Solving; Prosocial Behavior; Sharing Behavior
IDENTIFIERS- *Equality (Social)

Theories of development in childhood maintain that equality plays an important role in peer interactions during middle childhood. One particular situation that can provoke problems is the request for help. Helping is not an easy situation because an individual's need for something creates an imbalance which children try to avoid. This study investigated whether help was more frequently given or offered in a sensitive and respectful way when children either were friends or demonstrated a balanced relationship between the extent of both partners' mutual help. Videotapes of sixth-graders' spontaneous interactions in the classroom were analyzed. One hundred and thirty-four helping acts were identified and rated according to the type and quality of helping. Children were also interviewed about their relationships with their classmates. Findings indicated that reciprocal friends demonstrated a more balanced account of mutual helping and manifested adverse behaviors less often than non-friend dyads. Adverse behaviors among friends appeared to be related to rivalry or competition and not to imbalanced helping accounts. Findings raised the issue of the ways in which children's behaviors reveal a rational reaction to the situation and where they appear to be influenced by equilibrium or disequilibrium of the partners' input into mutual assistance. (SD)

ED 436 271 PS 028 111

Berndt, Thomas J.
The Dark Side of Friendship: Questions about Negative Interactions between Friends.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; *Conflict; Credibility; *Friendship; Interaction; Leadership; *Peer Relationship; *Research Needs; Significant Others; Trust (Psychology)
IDENTIFIERS- Dominant Behavior; Equality (Social); Relationship Quality; Teasing

Alluding to the difficulty in explaining the two opposing powers, the "dark side" and the Force, in the Star Wars movies, this paper focuses on the complex combination of negative and positive interactions among children who are best friends. Presented in question-answer format, the paper discusses research findings and needs related to two seldom explicitly asked questions. Question 1 concerns the definition of "the dark side of friendship," and focuses on fights, arguments, and annoying behaviors. This discussion explores the distinction between aggression and conflict, the impact of violations of assumed equality between friends, dominance versus leadership in friendship pairs, and violations of confidentiality or other violations of trust. The discussion maintains that additional research is needed regarding violations of trust, particularly using open-ended questions and direct observations of friends' interaction. Question 2 concerns the characteristics of friendships when the dark side is prominent, such as whether it employers to date has been on recruitment and hiring, but strategies are being developed to improve employee retention, an area in which employers are receiving support from public policy. Employers identify business benefits from their participation, including increased access to labor, increased loyalty among new hires, reduced recruitment and hiring costs, reduced employee turnover, better quality new hires, and improved employee morale. Challenges to employers who want to expand their efforts include problems with obtaining suitable services from providers of welfare recipients and the complexity of working with those providers. Components of successful programs include high-level corporate commitment, local partnerships, and postplacement services. Public policy recommendations include the following: (1) changing policies and funding to balance "work first" and longer-term skill development strategies; (2) increasing public investment in supportive services and expanding income supplements for low-wage workers; and (3) providing public support to improve local service-providing organizations that serve as intermediaries between the welfare system and employers. (Contains 27 references.) KC)

ED 435 790 CE 079 048

Kamarzarin, Hamid
The Comparative Study of the Occupational Stress among Jobs and Bio-Feedback Training Effects in Iran.
PUB DATE- 99
NOTE- 12p.; Paper presented at the International Symposium on Neurobehavioral Methods and Effects in Occupational and Environmental Health (7th, Stockholm, Sweden, June 20-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Behavior Modification; *Biofeedback; Comparative Analysis; Foreign Countries; Job Satisfaction; Occupations; Pretests Posttests; Program Effectiveness; *Relaxation Training; *Stress Management; *Stress Variables; *Work Environment
IDENTIFIERS- *Iran; *Job Stress; Training Effectiveness

The effectiveness of biofeedback and relaxation training in reducing occupational stress was examined in a study of 50 individuals employed in various occupations in Iran. The study sample consisted of 15 workers (5 females, 10 males); 15 managers (5 females, 10 males); 9 guardians (3 females, 6 males); 5 dentists (2 females, 3 males); and 6 teachers (3 females, 3 males). All subjects were trained to control their occupational stress through relaxation and biofeedback techniques. Each of the 10 training sessions lasted 30 minutes. After the training sessions had been completed, the subjects were asked to continue training in their own work environment. All subjects were evaluated by the following methods before and after the training: clinical interviews; Minnesota Satisfaction Questionnaire, short form; and C-TEMP and GSR (Galvanic Skin Response) biofeedback. A chi-square analysis of the interview, questionnaire, and biofeedback findings failed to establish any relationship between sex of subject and effectiveness of treatment. However, effectiveness of training was significantly related to occupation. Specifically, the biofeedback and relaxation training was more effective in reducing the occupational stress experienced by dentists, teachers, and managers than it was in reducing the occupational stress experienced by guardians and workers. (Contains 27 references.)

User's Guide to the Workforce Investment Act of 1998. A Companion to the Law and Regulations.
PUB DATE- 99
NOTE- 54p.; For the Workforce Investment Act of 1998, see ED 425 334.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Programs; Delivery Systems; Dislocated Workers; *Education Work Relationship; Educational Finance; *Educational Legislation; *Federal Legislation; Financial Support; Government School Relationship; *Labor Force Development; *Literacy Education; National Programs; Policy Formation; Postsecondary Education; Public Policy; Resource Allocation; Systems Approach; Transitional Programs; *Vocational Education; Vocational Rehabilitation; Youth Programs
IDENTIFIERS- Wagner Peyser Act; *Workforce Investment Act 1998

This guide, which is designed to assist individuals responsible for implementing the provisions of the Workforce Investment Act of 1998 (WIA), places the WIA in context and examines its major provisions and the implications of those provisions for educators, trainers, and others involved in the development, funding, and delivery of workforce development programs. The document's foreword gives an overview of the act, which does the following: authorizes a new work investment system and provides services for adults, youths, and dislocated workers; reauthorizes adult education and literacy programs; amends the Wagner-Peyser Act, revises the nations employment statistics system, provides for linkages with other programs, and authorizes the 21st Century Workforce Commission; and amends the Rehabilitation Act Amendments of 1998. The following topics are covered in the guide's 13 sections: history of federal legislation governing workforce development; key features of the WIA; structure of the WIA; allocations and formulas; one-stop delivery system; provisions regarding adults and dislocated workers; provisions regarding youth; performance accountability measures; work-flex; Wagner-Peyser/employment statistics; national programs/responsibilities; adult education and literacy; and transition provisions. Appended are the following: WIA implementation benchmarks; recurring dates in the WIA; and required elements of the one-stop delivery system. (MN)

ED 435 809   CE 079 340

Somekh, Bridget; Convery, Andy; Delaney, Jean; Fisher, Roy; Gray, John; Gunn, Stan; Henworth, Andrew; Powell, Loraine
Improving College Effectiveness: Raising Quality and Achievement.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Improvement; Foreign Countries; Literature Reviews; National Surveys; Postsecondary Education; *Program Effectiveness; Program Improvement; Research Needs; Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

rubric of generic skills and, thereby, disregarding the contextual understanding, background knowledge, and epistemic attitudes required to achieve certain desired cognitive competencies. Concepts describing mental process such as understanding, problem solving, and critical thinking are applied in the same logical fashion as those denoting physical operations. Their evaluation in the prescribed fashion presents insurmountable difficulties for teachers since mental process concepts are inseparable from the context in which they are used. CAPP makes available no pedagogical approaches that include a context for and adequate background knowledge of the problem to be solved; adequate content knowledge of the subject being communicated and the context in which the communicative act occurs; or facts relevant to the matter being critiqued. The second type of category mistake committed by CAPP is including values and attitudes under the rubric of generic employability skills and, in so doing, obscuring important ethical distinctions between the contentious area of values education and basic skills instruction. (Contains 14 references.) (YLB)

ED 435 827   CE 079 374

Legislative Service Commission Study Committee on Job Training and Workforce Development. Final Report and Recommendations.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Advisory Committees; Departments; Educational Administration; *Job Training; *Labor Force Development; *State Agencies; *State Programs; Statewide Planning
IDENTIFIERS- *Ohio

This publication contains the final report of the task of the Ohio State Legislative Service Commission (LSC) Study Committee on Job Training and Workforce Development Programs. The task was to review the state's job training and workforce development programs and formulate a plan to centralize the programs under one state agency. Section 1 of the report is the Letter of Transmittal. Section 2 presents the final report with recommendations. It addresses the origins and mission of the study committee and describes study committee activities and federal reform legislation. The following six recommendations are made: (1) statutory creation of a single, cabinet-level point of accountability for the bulk of the job training and workforce development system operating in Ohio; (2) transfer of all state-operated or -funded workforce development activities and programs not currently under the jurisdiction of the current Bureau of Employment Services to the new agency; (3) establishment of a statewide advisory council; (4) appointment by the governor of 12 regional directors answerable to the agency's director; (5) creation of a local advisory council to be associated with each local regional director; and (6) ability of the new agency to contract with current agencies. Section 3 is the signature page. Section 4 contains the following appendixes: study committee minutes; seven LSC research memoranda summarizing individual state agency job training programs; research memorandum; and two LSC research memoranda on salaries of employees engaged in work force development and job training and workforce development agency structure. (YLB)

Report.
SPONS. AGENCY- Alabama State Dept. of Human Resources, Montgomery.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *College Programs; Cooperative Planning; Curriculum; Education Work Relationship; Educational Cooperation; *Educational Opportunities; High School Equivalency Programs; Job Placement; Job Skills; *Literacy Education; Mentors; *On the Job Training; Partnerships in Education; Program Development; Program Effectiveness; Records (Forms); Referral; Student Placement; *Welfare Recipients; Workplace Literacy
IDENTIFIERS- University of Alabama Birmingham; *Welfare to Work Programs

Staff from the University of Alabama at Birmingham (UAB) and the Jefferson County, Alabama, Department of Human Resources (DHS) worked together to create a "pipeline to employment" at UAB for welfare recipients by combining on-the-job training with educational opportunities. Welfare recipients referred to UAB by the Jefferson County DHS were given the opportunity to participate in a 1-year welfare-to-work program that included the following components: referral and screening; job placement; case management and employment monitoring; mentoring; and activities to develop educational and/or employability skills. Of the approximately 120 potential participants who were interviewed and assessed for the program, 67 moved through the program and 38 completed it. The project demonstrated the following: case management and mentoring are important components of welfare-to-work programs; obtaining a General Educational Development certificate is not a short-term process; and welfare-to-work programs must minimize competition between work and school. (The following documents are appended: welfare-to-work proposal; informed consent and release of information forms; confidentiality statement for project managers; class/work attendance policy and related forms; supervisor evaluation and project personnel evaluations; adult literacy curriculum; list of instructional materials and other documents used in implementing the curriculum; and pretest/posttest scoring sheet for program participants.) (MN)

ED 435 847 CE 079 441

Atkinson, Rhonda Holt; Cook, Frank J.; Goux, Carol
Project Metamorphosis. Life Skills for State and Local Prisoners.
PUB DATE- 98
NOTE- 403p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Ability; Adult Education; *Correctional Education; Curriculum Guides; *Daily Living Skills; Decision Making; Individual Characteristics; Instructional Materials; *Interpersonal Competence; *Job Search Methods; Learning Activities; Money Management; *Parenting Skills; Recidivism; State Programs; Vocational Aptitude; Vocational Interests; Work Attitudes
IDENTIFIERS- *Louisiana

This curriculum of life skills is designed to reduce recidivism, increase post-release employment and wage rates, and

PUB DATE- 99
NOTE- 66p.; Published tri-annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Aggression; American Indians; Blacks; Book Reviews; *Dropouts; Extracurricular Activities; *Guns; High Risk Students; Intervention; Juvenile Gangs; *Prevention; Secondary Education; Sex Differences; Substance Abuse; Teacher Role; *Violence
IDENTIFIERS- Body Piercing; Collecting (Hobby); *Gambling; Latinos; Tattoos

Volume 6 of" The Prevention Researcher" contains three 12-page issues and one supplement. Issue Number 1 focuses on gambling, and contains the following articles: (1) "Gambling in the Family: The Hidden Addiction" (D. A. Abbott); (2) "Adolescent Gambling and Substance Use: The View from Texas" (L. Wallisch); (3) "Adolescent Gambling in Minnesota" (K. C. Winters and R. D. Stinchfield); (4) "Adolescent and Adult Sports Card Collectors" (J. M. Schaefer and M. J. Aasved); and (5) "Gambling Behaviors of American Indian and Non-Indian Adolescents" (D. Zitzow). Issue Number 2 focuses on guns and violence, and contains the following articles: (6) "African-American Adolescents' Responses to Perceived Gun Carrying by School Mates" (S. L. Martin, L. S. Sadowski, N. U. Cotten-Oldenburg, and D. R. McCarraher); (7) "Adolescent Substance Use, Gender, and the Risk of Violent Behavior" (C. P. Dukarm, R. S. Byrd, P. Auinger, and M. Weitzman); (8) "Starting a Youth Gun Violence Prevention Program in Your Community" (Office of Juvenile Justice and Delinquency Prevention); and (9) "The Aggression Cycle and Teacher Strategies for Prevention/Intervention" (B. S. Myles and R. L. Simpson). Issue Number 3 focuses on dropout prevention, and contains the following articles: (10) "Rethinking the Causes of High School Dropout" (W. J. Jordan, J. M. McPartland and J. Lara); (11) "Reaching Youth Out of the Mainstream" (S. Ingersoll and D. LeBoeuf); (12) "Dropout Prevention for Highest-Risk Latino Students" (K. A. Larson and R. W. Rumberger); and (13) "Do Extracurricular Activities Protect Against Early School Dropout?" (J. L. Mahoney and R. B. Cairns). The Supplement Issue contains the following book reviews: (14) "Gangs in Schools: Signs, Symbols, and Solutions" (J. Moore); (15) "The Dangers of Tattooing, Body Piercing, and Branding" and "Everything You Need To Know About the Dangers of Tattooing and Body Piercing" (R. A . Bridges); (16) "Helping At-Risk Youth: Lessons for Community-Based Initiatives" (F. L. Weiss); (17) "Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (Revised Edition)" (M. Leeds); and (18) a list of Web sites and a list of conferences are included. (MKA)

ED 435 866 CG 029 415

Wells, Ruth Herman
What Every Girl Needs To Know about the Real World. Breakthrough Strategies To Teach and Counsel Troubled Youth. Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; Adolescents; Coping; Counseling Techniques; Early Parenthood; Elementary Secondary Education;

them and influences their lives. They by and large come from Middle America and are middle to lower income. They completed traditional female type chores as children, and most are married and have children of their own. Birth order seems to have nothing to do with who they have become. Participants are equally family and work oriented, and are women who want to provide, as well as nurture. They get job satisfaction from competence, intellectual stimulation, empowerment, and success, and these are far more important to them than traditional executive power. For the most part, they are open, team players. (Contains 1 figure, 4 tables, and 13 references.) (MKA)

ED 435 886   CG 029 581

Znoj, Hans J.
European and American Perspectives on Posttraumatic Growth: A Model of Personal Growth. Life Challenges and Transformation Following Loss and Physical Handicap.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (To Environment); *Coping; Counseling; Counselors; Family Attitudes; Family Counseling; Family Problems; Father Attitudes; Foreign Countries; *Individual Development; *Life Satisfaction; *Mental Health; Mother Attitudes; Personality Traits; Physical Disabilities; Posttraumatic Stress Disorder; Quality of Life; *Stress Management; Stress Variables
IDENTIFIERS- Switzerland

This paper explores the concept that the experience of growth may be structurally similar to the emotional experience of religion and hope. It develops this view by focusing on two studies that involve a series of coping and outcome variables, together with analysis of Park, Cohen, and Murch's (1997) instrument on stress related to personal growth. One study involved parents who lost a child of their own due to an accident or incurable illness, and the second, involved a questionnaire study with spinal cord injured persons. The findings strongly support the view that non-normative life-events may lead to a more coherent worldview, a view that might be more tolerant, more human, and more open to new thoughts. Evidence was found linking the experience of personal growth with involvement in social activity and it also found positive relationships with the variables of distress. It concludes that persons whose lives seem to be meaningful might have a good capacity to link together even detrimental events and still hold a strong sense of coherence. (Contains 16 references.) (JDM)

ED 435 887   CG 029 582

Kobayashi, Futoshi
The Healthy Human: American and Japanese Conceptualizations of Mental Health.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Advocacy; *Blacks; History; Racial Bias; Slavery
IDENTIFIERS- *African Americans; Oppression

Oppression of African American people includes racism, sexism, and classism. Oppression is understood as a process that infuses prejudice with power. This power is then used to limit or hinder access to societal rights from those identified as lacking power. Advocacy is a process that defuses prejudice and attempts to redefine power by redistribution, thus allowing for greater access for all. The goals are the betterment of the whole. This paper discusses slavery in the United States, the history of race oppression for African Americans, and the residual effects of oppression and explains that it is very important for advocates for African American people to have a good understanding of these issues. Eighteen suggestions to be used by teachers, educators, counselors, and politicians as advocacy strategies to assist African Americans are provided. (Contains 6 references, 3 recommended readings, and 8 recommended resources.) (MKA)

ED 435 907 CG 029 607

Chen-Hayes, Stuart F.; Chen, Mei-whei; Athar, Naveeda
Challenging Linguicism: Action Strategies for Counselors and Client-Colleagues.
PUB DATE- 99
NOTE- 12p.; Chapter 3 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Bias; Bilingualism; Counseling; Counselor Training; *Counselors; *English (Second Language); Racial Bias
IDENTIFIERS- *Linguicism

Linguicism was first defined as "linguistically related racism" in the early 1990s and only since 1992 have the courts begun to realize the legitimacy of discrimination based upon accent. Professional counselors have experienced the pain and oppression of linguicism in their own lives and in the lives of their family members, students, colleagues, and clients. In this paper ideas, guidelines, and resources for advocating against linguicism are presented. In terms of advocacy, linguicism is defined as prejudice multiplied by power used by members of dominant language groups against non-dominant language groups. Although found worldwide, this paper focuses on linguicism in the United States. This paper presents numerous examples of linguicism experienced by the authors personally and examples encountered by counselors within their professional interactions. It is suggested that in order to operationalize multicultural competencies for counselors, those in the profession need to affirm languages and bilingualism, to question and challenge dominant culture/languages, and to consider how these variables may affect nondominant language client-colleagues. Standard English Privilege, unearned privileges that are conferred on members of the dominant language culture, is discussed. Ways in which counselors who have Standard English Privilege can be allies to persons oppressed by linguicism are examined. (Contains 10 references, 3 recommended readings, and 2 recommended web sites.) (MKA)

ED 435 908 CG 029 608

Herring, Roger
Advocacy for Native American Indian and Alaska Native Clients and

DESCRIPTORS- *Enlisted Personnel; *High School Seniors; High Schools; Higher Education; *Military Service; Racial Differences; Sex Differences; *Trend Analysis
IDENTIFIERS- Ethnic Differences; Monitoring the Future

This report discusses the University of Michigan's Monitoring the Future Project in relation to trends in military propensity and the relationship between propensity and enlistment. The findings show that the military propensities of most young people are firmly formed by the end of high school, especially among men. Substantial majorities of these young men expecting "definitely" to serve actually do so, usually enlisting within the first year or two after graduation. Young women are less likely than young men to say they want to enter military service, less likely to expect to enter, and less likely to enlist. Higher proportions of Blacks enter the military than Whites or Hispanics. During the time covered by the study there were shifts in the proportions of high school seniors expecting to enter military service, as well as in proportions planning for and entering college. Implications for future research are discussed. Appendix I provides measures; Appendix II provides data adjustments; and Appendix III discusses changes in the propensity-enlistment relationship over time. (Contains 18 tables, 16 figures and 12 references.) (MKA)

ED 435 928 CG 029 629

Bachman, Jerald G.; Segal, David R.; Freedman-Doan, Peter; O'Malley, Patrick M.
Military Propensity and Enlistment: Cross-Sectional and Panel Analyses of Correlates and Predictors. Monitoring the Future Occasional Paper No. 41.
SPONS. AGENCY- Army Research Inst., Boise, ID.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 98
NOTE- 233p.; Tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Behavior; *Correlation; Demography; Educational Background; *Enlisted Personnel; Family Characteristics; *High School Seniors; High Schools; *Military Service; *Predictor Variables; Sex Differences; Tables (Data); Values
IDENTIFIERS- Monitoring the Future

This study examines why some young men and women choose military service as well as what factors lead to successful enlisting among those who choose military service. It examines these questions using cross-sectional and longitudinal panel survey data from large nationwide samples of high school seniors, many of whom were followed into young adulthood. Potential correlates of military propensity and predictors of enlistment are considered under three broad categories: family and demographic background; educational background and aspirations; and a wide range of values, attitudes, and behaviors. Generally, results show that for men high grades, college plans, and the college preparatory curriculum are negatively associated with propensity. The data also show lower than average propensity among women with good grades and college plans. Results also show their views about the military in general, and particularly about employment conditions in the armed forces, are strongly associated with propensity and thus also with enlistment. Appendix I: Measures is divided into four sections: "Measures Used as Background Controls"; "Family

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Change; #Career Counseling; College Students; Counseling Objectives; Counselor Client Relationship; High School Students; Higher Education; Resistance to Change
IDENTIFIERS- ERIC Digests

This Digest identifies and describes ways that clients' resistance may be exhibited during career counseling. It states that whenever clients are involved in change, client resistance should be expected. Some examples of types of resistance that may be exhibited include fear of counseling, fear of taking responsibility, making excuses, and overt physical behavior. It suggests several counseling strategies that may be helpful with these encounters including working alliances, joining, metaphors, and labeling and reframing. The paper states that these examples point out the significance of the active role counselors need to take in dealing directly with client resistance since, no matter the cause, client resistance impedes progress. (Contains six references.) (JDM)

ED 435 950   CG 029 655

Shoffner, Marie F.; Vacc, Nancy N.
Careers in the Mathematical Sciences: The Role of the School Counselor. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; #Career Counseling; Counseling Objectives; #Educational Counseling; Elementary Secondary Education; Engineering Education; Mathematics Achievement; #Mathematics Education; Sex Bias; Technology Education
IDENTIFIERS- ERIC Digests

The revised approach to teaching and learning math in the United States emphasizes the mental processes involved in doing math and focuses partly on children's prior knowledge, out-of-school experiences, and informal mathematics knowledge. This engaging approach can function to encourage children to select one of the mathematical sciences as an occupation. This digest describes several conditions that are necessary before this can occur. Some factors that must be present include an increased focus on the paradigm of problem solving in math, as well as an effort to provide teachers with professional development concerning the goals of instruction and student learning. Those who have a stake in a child's development need to help reform the current state of low involvement in math and science. School counselors are in the important position to help increase the number of students who select a mathematical science as a career option. Counselors can reduce biases by assisting in maintaining a balance between the mathematical preparation of all students instead of the trend towards encouraging only a select few to take higher-level mathematics courses. They can assist teachers to critically examine their relationships with students and help them provide opportunities for all students in their classes. They can facilitate the infusion of career exploration and knowledge of the mathematical sciences into all course content beginning in kindergarten. Beginning early in a student's academic life, the

Pinnell, Gay Su
Reading Recovery: A Review of Research. Educational Report #23.
Special Topics Issue.
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- #Early Intervention; #Literacy; Literature Reviews; Primary Education; #Reading Difficulties; #Reading Instruction; Reading Research
IDENTIFIERS- #Reading Recovery Projects

Briefly defined, Reading Recovery is a tutorial for children who are having difficulty learning to read and write after approximately one year of school. Although it is usually described as an early intervention program, Reading Recovery defies a simple definition, since there are layers of intersecting variables. This educational report summarizes what is known about Reading Recovery and what has been learned through research connected with the program. First, the report briefly describes Reading Recovery. Then, it reviews research on program success, on teaching and learning, and on teacher development. Finally, it presents research related to implementation. The report notes sound critical reviews where they are available. (Contains 94 references.) (NKA)

ED 435 971 CS 013 748

Dwyer, Edward J.; Flynn, Ann
Organizing for a Reading/Language Arts Conference.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- #Conferences; Higher Education; #Language Arts; Models; #Planning; #Professional Development; Program Implementation; #Reading
IDENTIFIERS- Professional Concerns

College reading/language arts instructors are often involved in local reading associations, often state affiliates of the International Reading Association. Providing support for local councils is a natural area for professional service among college instructors. This paper presents information, ideas, and procedures for organizing a conference, noting that the key to success lies in thoughtful planning and smooth implementation. The paper provides a model organizational checklist, information on preparing a flyer (with a model flyer for conference publicity), and model letters for inservice credit and to presenters. (NKA)

ED 435 972 CS 013 749

Wiencek, B. Joyce; Vazzano, JoAnne M.; Reizian, Susan
Balanced Literacy in a First Grade Classroom: Practices, Tensions and Potentials.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (49th, Orlando, FL, December 1-4, 1999).
LANGUAGE- English

K. Goudvis). Part 3 (On Facing Uncertainty in Teaching) includes the following 4 chapters: "South African Teachers' and Students' Resiliency in Combating Apartheid Violence" (P. J. Nomathemba Seme); "Teaching Risky Stories: Remembering Mass Destruction through Children's Literature" (Roger I. Simon and Wendy Armitage Simon); "Teaching about Worlds of Hurt through Encounters with Literature: Reflections on a Pedagogy" (Judith P. Robertson); and "'Dimensions of a Lonely Discovery': Anne Frank and the Question of Pedagogy" (Deborah P. Britzman). Part 4 (Additional Resources) includes the following 6 chapters: "Uncloseting the Classroom Library: An Annotated Bibliography of Teacher Resources" (Sarah-Hope Parmeter); "Mirror, Mirror on the Wall, Who Is the Fairest One of All? Using Children's Literature to Teach about Aging" (Dona J. Helmer); "African American Resources" (Joseph A. Hawkins, Jr. and Glenda K. Valentine); "How Long Will Dennis Still Be a Menace? Teacher Resources for Deregulating Gender Roles in Elementary Classrooms" (Judith P. Robertson and Bernard W. Andrews); "From Cupboard to Classroom: First Nations Resources" (Elspeth Ross); and "What Should They Read, and When Should They Read It? A Selective Review of Holocaust Literature for Students in Grades 2 through 6" (Karen Shawn). (EF)

ED 435 992   CS 216 928

Swan, Karen
Nonprint Media and Technology Literacy Standards for K-12 Teaching and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Technology; *Electronic Equipment; Elementary Secondary Education; *Evaluation Criteria; *Language Arts; *Literacy; *Nonprint Media; *Standards
IDENTIFIERS- Critical Literacy; *Learning Across the Curriculum; Technology Integration

This paper proposes a set of cumulative standards for assessing the uses of nonprint media and electronic technologies in elementary, middle, and high school classrooms. The proposed standards, culled from existing standards created for educational technologies, information literacy, and the English language arts, are offered as a guide and starting point for expanding notions of literacy and literacy learning in the schools. Most importantly from this perspective, the standards are categorized to address three types of literacies--basic, critical, and constructive--to encourage teachers to incorporate all three kinds of literacies when integrating technology use in teaching and learning across the curriculum. Contains 20 references. (Author/NKA)

ED 435 993   CS 216 929

Langer, Judith A.
Beating the Odds: Teaching Middle and High School Students To Read and Write Well.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Codes of Ethics; Ethical Instruction; *Ethics; Higher Education; *Journalism; Journalism Education; Mass Media Role; *Moral Values; Plagiarism
IDENTIFIERS- Digital Retouching (Photography); ERIC Digests; Media Coverage

Noting that over the past decade incidents have occurred and new technologies have appeared which together have raised questions about the ethical values of American journalists, this Digest seeks to identify some of those ethical issues and to point to the work of those who have studied these issues. It addresses issues of plagiarism and corporate concerns, noting that with the growing consolidation of already large media corporations, pressure on journalists for biased coverage might be increasing. The Digest discusses media ethics and the new technologies, such as the ability to digitally alter photographs, and the proliferation of 24-hour news networks. It concludes with a discussion of media ethics and codes of conduct, suggesting that codes of ethics are ineffective means of securing good journalistic practices. (RS)

ED 436 016 CS 510 171

Alex, Nola Kortner
Mass Media Use in the Classroom. ERIC Digest D147.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Films; Higher Education; *Language Arts; Mass Media Role; *Mass Media Use; Science Fiction; Student Motivation; *Television; *Videotape Recordings
IDENTIFIERS- ERIC Digests; Writing Motivation

This Digest argues that a well designed course of instruction can utilize motion pictures, television, and video tapes to channel a student's enthusiasm and route it to an academically useful goal. Sections of the Digest discuss what films and television offer to educators; potential applications in language arts classrooms; some other applications (including science fiction and classroom guides); and how films and television can target and motivate writing. (RS)

ED 436 017 CS 510 177

Schwartzman, Roy
Teching Down without Copping Out: Service-Learning as a Counter to Technological Elitism.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual National Communication Association Convention (Chicago, IL, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

to be provided if necessary to successfully include a child with disability in general education settings and/or the general education curriculum. The report contains two tables that outline inclusion provisions in the IDEA early intervention program and in the preschool program. It also emphasizes that while IDEA contains provisions indicating a preference for inclusion for infants and toddlers and preschoolers with disabilities, implementation strategies at the state and local levels will play an important part in actualizing that preference. (CR)

ED 436 037 EC 307 500

The Individuals with Disabilities Education Act (IDEA): Eligibility, IEPs and Placement. Revised. The ARC Q&A #101-60.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; *Individualized Education Programs; *Mental Retardation; *Parent Participation; Special Education; Student Evaluation; Student Participation; *Student Placement
IDENTIFIERS- Individuals with Disabilities Education Act

This fact sheet provides answers to frequently asked questions about provisions in the Individuals with Disabilities Education Act (IDEA) relating to special education eligibility, Individualized Education Programs (IEPs), and student placement. Specifically, information is provided on: (1) the purpose of the IDEA; (2) eligibility for services under IDEA; (3) the determination of eligibility; (4) the content of the IEP; (5) how the IEP is developed; (6) who should be involved in IEP meetings; (7) the parents' role in developing the IEP; (8) statements that must be included in the IEP; (9) student participation in the IEP meeting; (10) review and revision of the IEP; (11) provisions in IDEA related to student placement; and (12) what parents can do if they disagree with their child's IEP or placement decision. (CR)

ED 436 038 EC 307 501

Bolding, Nancy L.
Making America Livable: An Easy-to-Understand Training on Titles II and III of the Americans with Disabilities Act: Trainer's Guide.
SPONS. AGENCY- Department of Justice, Washington, DC.
PUB DATE- 99
NOTE- 154p.; Two audio cassettes not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Adults; *Civil Rights; Coping; *Disability Discrimination; *Federal Legislation; *Learning Activities; *Mental Retardation; *Self Advocacy; Training
IDENTIFIERS- *Americans with Disabilities Act 1990

This trainer's guide is designed specifically to provide training to individuals with mental retardation or other cognitive

and Expressive Communication: How Children Send Their Messages to You. DB-Link Fact Sheets. Revised.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 17p.; For previous versions of these three fact sheets, see ED 395 445.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Communication Skills; Communication (Thought Transfer); *Deaf Blind; Evaluation Methods; *Expressive Language; Individualized Programs; Interaction; *Interpersonal Communication; Interpersonal Competence; *Language Acquisition; *Nonverbal Communication; *Receptive Language; Skill Development

This document consists of three separately published fact sheets combined here because of the close relationship of their subject matter. The first fact sheet, "Communication Interactions: It Takes Two" (Kathleen Stremel), defines communication; suggests ways to find opportunities for interactive communication; offers specific suggestions for improving interactions (such as interacting often, allowing the child to participate in as many activities as possible, and providing examples for others); and gives an example of communication interaction. The second fact sheet, "Expressive Communication: How Children Send Their Messages to You" (Stremel), defines expressive communication, lists reasons to communicate at an early age and at a later age, explains use of a communication map to assess the child's expressive communication, recognizes the progressive nature of communication development in planning an individualized program, and presents guidelines for developing an effective communication program. The third fact sheet, "Receptive Communication: How Children Understand Your Messages to Them" (Rebecca M. Wilson), defines receptive communication, offers tips for sending effective messages, and explains the use of a communication map to evaluate the child's current receptive language abilities and to design a program for the child based on his/her hearing and vision, motor abilities, and cognitive abilities. Each fact sheet also includes an annotated list of suggested resources. (CR)

ED 436 058 EC 307 522

Gense, D. Jay; Gense, Marilyn
The Importance of Orientation and Mobility Skills for Students Who Are Deaf-Blind. DB-LINK Fact Sheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Children; *Deaf Blind; Educational Environment; Electromechanical Aids; Elementary Secondary Education; Evaluation Methods; Family Environment;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Construction Materials; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *School Construction
IDENTIFIERS- *Australia; Building Codes; Cost Containment

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter of the guide provides advice on the various types of construction that may be used, the materials available, and some elementary aspects of the services required in a school building. Specific topics discussed include Australian building regulations; environmental considerations such as construction for wind and snow or extreme temperatures; cost considerations for internal walls; construction material durability, fire risk, acoustic performance, and sound and heat insulation. The chapter's final sections examine building services and systems essential to schools, including electrical and plumbing systems, emergency lighting and warning systems, lifts and hoists, climate control, and data transfer and security systems. (GR)

ED 436 077 EF 005 506

Odell, John H.
Managing the Construction Process. School Buildings Planning, Design, and Construction Series No. 6.
PUB DATE- 95
NOTE- 27p.; For other booklets in this series, see EF 005 501-508.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction Management; Construction (Process); *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *School Construction
IDENTIFIERS- *Australia

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter of the guide provides advice in the area of managing the construction process, covering such topics as consultant appointment and management, various contracting methods, forms of contract, time management, budget control, managing contractual changes, and post-contract management. Specific topics include an explanation of consultant types, agreements, and fees; securing quotes for work; assessing tenders; and describing the roles of the project and construction managers. (GR)

ED 436 078 EF 005 507

Odell, John H.
Technology and Educational Buildings and Records for Management of Buildings. School Buildings Planning, Design, and Construction Series No. 7.

Rosenbusch); "Bring Back Childhood Bilingualism: The Case of Louisiana" (Stephen J. Caldas); "Total Physical Response Storytelling: A Communicative Approach to Language Learning" (Valeri Marsh); and "Scoring Rubrics: Changing the Way We Grade" (Peggy Boyles). The winter 1999 journal features "Designing and Implementing an Innovative Foreign Language Program: Reflections from a School District-University Partnership" (G. Richard Tucker and Richard Donato); "New Visions in Foreign Language Education" (Myriam Met); and "International Schools: The Challenges of Teaching Languages Overseas" (Virginia P. Rojas). The spring 1999 journal includes "Advocacy for Early Language Education: A School Board Presentation" (Virginia Gramer); "Organizing a Language-Immersion Day for Middle School Students" (Aurora Hermo and Boni Luna); "Recent Developments in Early Language Learning in Japan" (Katsutoshi Ito); "'Te quiero, Tito': FLES Email Project" (Deby Doloff); and "GLOBE Integrates Mathematics, Science, Social Studies, and Technology into the Foreign Language Classroom" (Teresa J. Kennedy). Each journal also presents notes from the president, resources available, and a calendar of events, as well as special features that provide information on specific programs and on the National Network for Early Language Learning. (SM)

ED 436 096   FL 026 080

Chambers, Gary N.
Motivating Language Learners. Modern Languages in Practice 12.
PUB DATE- 99
NOTE- 242p.; Published by Multilingual Matters Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Measures; Cultural Awareness; Family Influence; Foreign Countries; Language Teachers; Relevance (Education); Second Language Instruction; *Second Language Learning; Secondary Education; Secondary School Students; Secondary School Teachers; *Student Attitudes; *Student Motivation; Teacher Influence
IDENTIFIERS- Germany; United Kingdom

This monograph, informed by research on motivational and attitudinal perspectives of secondary school students learning foreign languages in the United Kingdom and Germany, provides information on how to motivate these students. The study focused on two factors that are central to the issue of motivation: the perceived usefulness and the perceived enjoyment of the foreign language course. The monograph reports on students' perceptions of the language learning experiences and analyzes the implications for teachers. The 12 chapters are as follows: (1) "Introduction"; (2) "What is Motivation?" (3) "Filling the Information Gap"; (4) "Getting Inside the Pupils' Heads"; (5) "Attitudes Brought to the Classroom"; (6) "Influences of Home Environment"; (7) "Pupils' Perceptions of People from Other Countries"; (8) "The Pupils' Perspective from the Classroom"; (9) "The Teacher's Hats"; (10) "What Can We Learn from the Germans?"; (11) "'I Did it My Way'"; and (12) "So What Are We Going To Do About It?" The four appendixes present the study questionnaires for grades 7, 9, 11, and 13. (SM)

ED 436 097   FL 026 081

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Computer Assisted Testing; Higher Education;
Interaction; Music Education; Programming; *Programming
Languages; *Test Construction; *World Wide Web
IDENTIFIERS- HTML; *Java Programming Language; Rhodes College TN;
Web Pages; Web Sites

This paper shows how JavaScript can be used within HTML pages to add interactive review sessions and quizzes incorporating graphics and sound files. JavaScript has the advantage of providing basic interactive functions without the use of separate software applications and players. Because it can be part of a standard HTML page, it is cross-platform compatible as well. Examples are provided of Rhodes College (Tennessee) music course World Wide Web sites that use JavaScript in a variety of ways. Suggested readings and Web resources, including tutorials and script archives, are listed. Simple scripts that provide different functions for online tests are appended. (MES)

ED 436 118   IR 019 741

Draude, Barbara; Brace, Sylvia
Assessing the Impact of Technology on Teaching and Learning: Student Perspectives.
PUB DATE- 99
NOTE- 6p.; In: Proceedings of the Mid-South Instructional
Technology Conference (Murfreesboro, TN, March 28-30, 1999);
see IR 019 734. For the 1998 study, see ED 431 392.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational
Technology; Higher Education; Information Technology; Student
Attitudes; Student Surveys; Use Studies
IDENTIFIERS- Middle Tennessee State University; *Technology
Utilization

A 1998 study of Middle Tennessee State University (MTSU) faculty assessed the impact of technology on teaching and learning; this present study of MTSU students extends the 1998 study by measuring student perceptions about instructional technology and the impact it has on learning. A four-part questionnaire was distributed to 1,900 students in technology-equipped classrooms across campus. The first part of the questionnaire measured student perceptions and skills related to various types of technologies. The second part measured frequency of use of various instructional technology applications, including computer applications to present lecture outlines or demonstrate concepts, audio/visual equipment, electronic communication, and supplementary use or development of materials such as World Wide Web pages, computer-assisted instruction modules, and computer-based applications. The third segment of the questionnaire gathered information about the projected future use of instructional technology by students, and the final portion gathered demographic information. Survey results led to the following major findings: (1) use of instructional technology positively affects student learning; (2) use of instructional technology increases student interest and satisfaction; (3) role of faculty and their ability to use instructional technology are major factors; (4) certain instructional technology techniques better facilitate certain learning activities; and (5) instructional technology is an

NOTE- 6p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. For related article, see EJ 476 365.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Aptitude Treatment Interaction; *Computer Assisted Instruction; *Feedback; *Instructional Design; Meta Analysis; *Prior Learning; Training

An earlier review by the author reported an aptitude-treatment interaction (ATI) relating instructional feedback and prior knowledge. For low prior knowledge learners, single-try feedback (STF) was slightly superior to multiple-try feedback (MTF), while for high prior knowledge learners, MTF was superior to STF. In the current report, raw score data from existing studies that examined STF and MTF, but that had not considered the possibility of an ATI, are combined and reanalyzed by ANOVA (ANalysis Of VAriance). This study addresses the following questions: is there an interaction between learner prior knowledge and number of feedback tries provided by computer-based training (CBT) lessons; and, if so, how large is this effect? The results of this analysis are presented along with a tentative explanation of the observed effect. Prescriptive application of the ATI and suggestions for future study are provided. (Author/MES)

ED 436 138   IR 019 763

Ley, Kathryn; Young, Dawn B.
Instructional Principles for Self Regulation.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adult Learning; Adult Students; Educational Environment; Educational Principles; Individual Differences; *Instructional Design; Learner Controlled Instruction; *Learning Strategies; Literature Reviews; Self Evaluation (Individuals)
IDENTIFIERS- Learning Environment; Self Regulated Learning; *Self Regulation

This study analyzed the growing body of research on self regulation and the distinctive self regulation differences between higher and lower achieving adult learners to identify instructional principles to infuse compensatory support for weak self regulation. The following four principles are proposed: (1) prepare--the instruction should encourage and guide learners to prepare appropriate learning environments; (2) organize--the instruction should include different arrangements of the learning materials that will facilitate learning and the learner's cognitive and metacognitive strategy use; (3) monitor--prompt the learner to record how and when he or she engages in learning and the results of the effort; and (4) evaluate--instruction should enable learners to determine how well they have learned. A rationale based on research supports each principle, and instructional application examples

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anatomy; Anxiety; Biology; *Cognitive Style; Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; *Dissection; Grade 7; Instructional Effectiveness; Interaction; Intermode Differences; Junior High Schools; Microworlds; Pretests Posttests; *Retention (Psychology); *Science Instruction; Sex Differences
IDENTIFIERS- Frogs; *Science Anxiety

This study investigated and compared the level of initial and long-term retention of frog internal anatomy among students using an interactive CD tutorial, a desktop microworld, and conventional frog dissection. Students' anxiety toward science was also compared across the three treatment groups and between genders. Additional data on students' preferred learning style were used to explore possible interaction effects with their respective instructional activity. Subjects (n=280) were seventh-grade students in one junior high school. Classes were randomly assigned to the three modes of instruction. Data collection and testing occurred prior to treatment, one day after treatment, and three months after treatment. Data analysis showed mixed results for all measures taken. Differences in achievement favoring the conventional treatment from pretest to both posttests leveled out somewhat over time. Although anxiety levels declined for both genders after treatment, females reported significantly higher science anxiety than males both before and after treatment. There appeared to be a relationship between treatment and gender in terms of effect on science anxiety. No significant difference in achievement by learning style was observed. However, the interaction between learning style and treatment was significant in some cases. In looking at achievement defined as gain scores among the three achievement measures, some cases within the microworld treatment proved to be significant. (Contains 40 references.) (MES)

ED 436 158 IR 019 783

Sherman, Greg
Designing Instruction for the Technology-Supported K-12 Classroom.
PUB DATE- 99
NOTE- 17p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Uses in Education; Constructivism (Learning); *Context Effect; *Educational Technology; Elementary Secondary Education; *Instructional Design; *Instructional Development; Models; *Systems Approach; Teacher Attitudes
IDENTIFIERS- *Learning Environments; *Technology Role

This paper proposes a context-driven model of instructional design incorporating constructivist-oriented methods and strategies for structuring meaningful, purposeful learning environments into the framework of a traditional systematic approach. An evaluation study is also presented that investigated the effects of implementing the context-driven approach into the initial planning of an instructional program. Twenty-one practicing K-12 teachers were presented with case-failing to link the study to a robust theory, poor literature review, weak treatment implementation, measurement flaws, inadequate sample size, and poor analyses) that bias the research toward not finding a statistically significant difference; and (3) evaluation versus research in distance education, focusing on appropriate uses of media comparisons for distance program evaluation, as well as alternative methods and exemplary models. (Contains 55 references.) (MES)

ED 436 177   IR 019 802

Bland, Ray; Tessmer, Martin
Student Model Construction: An Interactive Strategy for Mental Models Learning.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Authoring Aids (Programming); Community Colleges; Comparative Analysis; *Computer Assisted Instruction; Computer Software Development; Computer System Design; *Courseware; Error Patterns; *Instructional Design; *Instructional Effectiveness; Internet; *Learning Strategies; Models; Pilot Projects; Pretests Posttests; Sex Differences; Two Year Colleges
IDENTIFIERS- *Mental Models; *Model Building; Prototypes

This research explored the thesis that mental model construction can be an effective instructional strategy for mental models learning by constructing a prototype that embodies this approach. The mental model to be learned was the Internet, including the components of the Internet, their functions, and their relationships to one another. To do this, students were required to place the components of the Internet in their proper places and assemble the proper functions of each component. The model-assembly module was constructed as a computer-based training module, using Authorware authoring software. A group of 43 community college students in an "Introduction to Computers" course participated in a pilot test. Both the control group and the treatment group went through an instructional activity and a reassembly activity. In the instructional activity, the control group observed the model assemble itself, while the treatment group were required to drag each component to its correct location. Scores on a posttest and the reassembly activity were compared. Results indicate a better grasp of the model within the treatment group, as well as significant differences between age groups and between males and females. (MES)

ED 436 178   IR 019 803

Caffarella, Edward P.
The Major Themes and Trends in Doctoral Dissertation Research in Educational Technology from 1977 through 1998.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English

curriculum; (4) program resources; (5) program effectiveness and efficiency; and (6) recommendations for the coming three years. Vocational or other programs that are accredited by off-campus agencies should use the self-study and validation procedures prescribed by their accrediting agencies. Three years after the completion of the self-study, a brief midterm report is due. All faculty in a program working on self-studies or midterm reports receive up to 15 hours of flex credit for their efforts if they are not compensated through other means. (VWC)

ED 436 196   JC 000 011

El Camino College Master Plan.
PUB DATE- 98
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Development; Educational Planning; *Institutional Mission; Institutional Role; *Long Range Planning; *Master Plans; *Organizational Objectives; School Districts; Strategic Planning; Two Year Colleges
IDENTIFIERS- *El Camino College CA

This document is the educational Master Plan for El Camino Community College District. The purpose of the plan is to develop a research-based document that will be used as a foundation for decisions regarding instructional programs, support services, staffing and facilities. It is intended to serve as the basic foundation for all other plans of the district. Chapter 1 presents an introduction and overview of the college, the organization of the district, the college service area, and the college mission, values, and guiding principles. Chapter 2 describes the methodology, the planning process, and specific activities that went into developing this plan. Chapter 3 details background research and data collection, which includes a look at the 10 core external environmental trends: changing expectations of the community college, labor market and basic skills, enrollment growth, employability vs. employment security, impact of technology, impact of welfare reform, county and local demographics, occupational growth and employment opportunities, more and different providers of learning, and inequality. Chapter 4 presents a vision for the future. Chapter 5 puts forth the plan of action and presents assessments of present instructional programs, support services, and projections for the future as well as recommended goals and strategies. (VWC)

ED 436 197   JC 000 012

Educate, Empower, Employ: 1997-98 Annual Report.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Colleges; Educational Assessment; *Educational Development; *Organizational Development; Organizational Effectiveness; Partnerships in Education; *State Colleges; State Programs; *Summative Evaluation; Two Year Colleges; Vocational Schools

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Computer Attitudes; *Distance Education; Information Technology; *Student Attitudes; *Student Characteristics; Student College Relationship; Student Surveys; Tables (Data); *Technological Literacy; Two Year College Students; Two Year Colleges
IDENTIFIERS- College of the Canyons CA

This paper presents the results of a student survey on computer-mediated distance education (DE) at the College of the Canyons. The survey queried students about whether DE fit their lifestyle, previous DE courses, access to a computer, the Internet and e-mail, and whether they would enroll in an on-line course. A total of 906 surveys were distributed and 423 were returned, for a response rate of 46.7 percent. Key results include: 87% had a computer at home, 85% had used the Internet to research a topic, 74% had Internet access at home, 66% had a personal email account, approximately 45% indicated advanced or intermediate experience with e-mail and the Internet, 17% had no experience with e-mail, 9% had no Internet experience, and 3% had no access to a computer. Survey results were used to construct three indices that measure the preparedness of the student body for DE courses: Readiness Index, Technology Index, and Interest Index. Results from the three indices are presented in tables, analyzing data by age, gender, area of residence and other variables. Authors conclude that a good portion of the student body is ready for DE and even expect to learn with computers and information technology. Contains 24 tables. Appendix contains weighted and unweighted for all survey items. (RDG)

ED 436 217 JC 980 142

Mills, LaVelle; Suter, Dwayne
Distance Learning: A Window of Opportunity for Higher Education.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Change Strategies; *Distance Education; Education Work Relationship; *Educational Change; *Educational Needs; Educational Strategies; *Educational Technology; Futures (of Society); Higher Education; *Nontraditional Students; Role of Education; Teacher Role; Teaching Methods
IDENTIFIERS- Virtual Classrooms

Although institutions of higher education have traditionally offered courses to students at times and places convenient for faculty and the institution, new communications technologies allow for the provision of distance courses that are also convenient for students. Distance education is characterized by three factors: communication between educators and students is influenced by geographical distance, communication is two-way and interactive, and technology is used to facilitate learning. Recent trends in higher education, including increasing numbers of non-traditional students and shrinking resources, make distance education an opportunity for educational institutions to improve learning. Although studies have generally shown no significant differences between traditional classroom-based learning and distance education, distance learning brings the

DESCRIPTORS- Adolescent Attitudes; *Adolescents; Asian Americans; Blacks; Childhood Attitudes; *Children; Focus Groups; Hispanic Americans; *Mass Media; Mass Media Effects; *Mass Media Role; National Surveys; News Media; Nonprint Media; Popular Culture; Programming (Broadcast); *Racial Attitudes; Racial Differences; Social Class; Television Research
IDENTIFIERS- African Americans; Latinos

Although America is engaged in a national dialogue about race, children's voices have yet to be heard on the matter. This study used a series of focus groups and a national poll of 10- to 17-year-olds to examine their views about race and the role of the media in shaping understanding. Participating in the polls were 1,200 children, 300 in each group of Asian, African, Latino, and White Americans. Among the key findings of the study are the following: (1) children of all races watch a great deal of television; (2) African-Americans strongly felt that entertainment media represent their race more fairly than the news media, while Asian-Americans slightly favored the news media; (3) children of color primarily chose African-Americans as those they admire and White children primarily chose White television figures as favorites; (4) children agreed that it is important for youth to see people of their own race on television, although children of color had stronger feelings than White children; (5) children thought that White characters on entertainment television were most likely to be shown in a positive way while Latino characters were most likely to be negatively portrayed; (6) children across all races associated positive characteristics more with the White characters on television and negative characteristics more with the minority characters; (7) all children agreed that there were racial differences in the types of role portrayed on television; and (8) White children were more likely to say that money rather than race divides people in America, while other groups were split in their opinion. (KB)

ED 436 235 PS 027 853

Heintz-Knowles, Katharine
Children and Welfare Reform: High States, Low Coverage. Content Analysis on Welfare Reform Reporting. A Report by Children Now.
PUB DATE- 98
NOTE- 27p.; A nine-page brochure, summarizing the full content study report, is appended.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; Content Analysis; Journalism; *News Media; News Reporting; *News Writing; Newspapers; Periodicals
IDENTIFIERS- *Welfare Reform

An examination of the way welfare reform is presented in the national news media can provide insight into which aspects of the reform news consumers consider important. This study used a content analysis to examine all stories about welfare reform in the national press from: (1) June through August 1996, during which time the federal legislation was debated and enacted; and (2) June through August 1997, during which time legislation was being implemented at the state level. Content of 680 stories was examined for: the welfare issues addressed; main focus; discussion of impact of the reform and how it affects children; length; and photo content. Findings indicated that the most frequent story focus was on the potential and actual impact of the reform, with politics also a frequent focus. Children were the primary focus of 6 percent of articles and received a limited discussion in 38 percent. The Los Angeles Times childhood. This chapter demonstrates that play is a major vehicle for learning, focusing on the dynamics of sociodramatic interaction that are integral to understanding related aspects of development and education. The chapter begins with a consideration of the definition of play and proposes that young children's play is symbolic, meaningful, active, pleasurable, voluntary and intrinsically motivated, rule-governed, and episodic. The essay discusses major psychological theoretical positions regarding play, including Piagetian and Vygotskian theories, and cultural perspectives conceptualizing play as a categorization frame and considering the importance of play contexts. The transformational dynamics of play are considered through an examination of script theory, narrative structures, theory of mind, and complexity theory. The chapter continues with an examination of the relationship of play to social, imagination, cognitive, and literacy development. The chapter addresses the implications of play research for curriculum development for young children, including ways of encouraging play through modeling, planning with children, and playing with language; and using the power of play to strengthen worthwhile, meaningful learning and cooperation with others. Contains approximately 150 references. (KB)

ED 436 253   PS 028 089

Genishi, Celia; Fassler, Rebekah
Oral Language in the Early Childhood Classroom: Building on Diverse Foundations.
PUB DATE- 99
NOTE- 27p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Language; Communicative Competence (Languages); Early Childhood Education; *Language Acquisition; Narration; *Preschool Curriculum; Verbal Development; *Young Children
IDENTIFIERS- Historical Background

Noting that children's talk makes some of their thinking visible and thereby provides a ready tool for early childhood teachers, this chapter focuses on the process of language acquisition. The chapter provides a historical context for language in early childhood education, discussing the nature of language and its acquisition, the development of communicative competence in the early childhood classroom, and curricula that build on children's oral communicative abilities. The chapter notes that language has been a special issue in early childhood education in the United States for the last 30 years, as social programs and movements of the 1960s and 1970 influenced public expectations for preschool and primary education. The components of language are described, along with its acquisition through interaction with others. Also summarized are: research on early communication; the development of syntax; and various contexts for the development of communicative competence, including the socioeconomic status of the family. The chapter then considers issues and choices involved in developing communicative competence in the early childhood classroom, focusing on multiculturalism, dialect differences and the match between home and school, and developmentally appropriate practice and meeting the needs of all children. Variations in the use of language in the classroom are explored, focusing on the importance of story, especially in dramatic play, and talking across the curriculum.

is possible to have both positive and negative interactions on a frequent basis, the stability of such friendships, the role of popularity, and availability of other friends. Three additional questions are examined to illustrate the significance of research on negative interactions between friends: (1) what is the psychological and social profile of children whose friendships are high in negative interactions? (2) how does involvement in the dark side of friendship affect children's development? and (3) if children's friendships are high in negative interactions, should adults try to change those friendships? (Contains 17 references.) (KB)

ED 436 272   PS 028 112

Copeland, Tom
Family Child Care Marketing Guide: How To Build Enrollment and Promote Your Business as a Child Care Professional. Redleaf Business Series.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advertising; Business Administration; Competition; *Day Care; Early Childhood Education; Enrollment; *Enrollment Management; *Family Day Care; Guidelines; Income; *Marketing; Small Businesses; Taxes
IDENTIFIERS- Small Business Administration

Because family child care providers operate out of private homes and are largely invisible to parents, they are faced with a special challenge when they try to market their programs. Based on the premise that there is no contradiction between offering a high-quality home-based child care program and marketing it as a business, this book focuses on family child care marketing or procedures for communicating the benefits of the program to parents who might use it. Directed toward both new providers and experienced professionals, this book teaches the basics of marketing to help maximize enrollment and income. The book discusses ways to market to prospective clients, including home appearance, handling phone calls and interviews, and offering special services. The guide also describes marketing to current clients, including communicating procedures, the use of a finder's fee, videotapes, and evaluations. The book presents both low-cost and high-cost ideas for marketing a program, ranging from Web sites, children's t-shirts, and an alumni magazine, to paid advertising. The book then identifies the key organizations to approach to assist with marketing, such as child care resource and referral agencies, community organizations, and child care regulators, and discusses how to set rates. It also offers suggestions for competing with a new child care center and with unregulated providers. Finally, the book offers ideas for evaluating the marketing plan. Samples of forms and checklists are appended. (KB)

ED 436 273   PS 028 113

Hast, Fran; Hollyfield, Ann
Infant and Toddler Experiences.
PUB DATE- 99
NOTE- 274p.; Published by Redleaf Press.
LANGUAGE- English

(MN)

ED 435 791 CE 079 111

Summaries of the Regional Conferences Held in Preparation for the Second International Congress on Technical and Vocational Education.
PUB DATE- 99
NOTE- 10p.; Product of the United Nations International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- *Conferences; Educational Change; Educational Improvement; *Educational Needs; Educational Technology; *Educational Trends; Foreign Countries; Futures (of Society); *International Educational Exchange; Needs Assessment; Postsecondary Education; *Regional Planning; Secondary Education; Technical Education; Trend Analysis; *Vocational Education
IDENTIFIERS- Africa; Arab States; Asia Pacific Region; Caribbean; Europe; Latin America

In 1998, five regional conferences were held in preparation for the Second International Congress on Technical and Vocational Education (TVE). The Asia-Pacific regional conference focused on challenges of the 21st century, demands of the world of work, and changing patterns in the delivery of training programs. The European symposium covered five themes: vocational education and training (VET) and new technologies, environmental education and training, the changing role of the public and private sectors in VET, internationalization of economic activities and tourism, and noncommercial exchanges and vocational training. The conference held for policymakers and educators from the Arab states focused on the following: policies and strategies of TVE; quality, effectiveness, and relevance of TVE; renovation of TVE processes and contents; and application of informatics, new technologies, and networking in TVE. The African regional conference culminated in the formation of the Nairobi Action Plan for Technical and Vocational Education. The technical meeting on TVE in Latin America and the Caribbean had the dual purpose of discussing the main trends and experiences in secondary education reform in the region and developing a regional vision of TVE. (MN)

ED 435 792 CE 079 235

Davis, H. C.
Behind & Beyond the Walls: The Incarcerated Female.
PUB DATE- 98
NOTE- 124p.; "Kimberlee A. Goody, editor and graphics artist."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Attitudes; *Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Daily Living Skills; *Females; Outcomes of Education; *Prisoners; Secondary Education

The purpose of this book is to provide the female inmate with a self-help guidebook that she can identify with and utilize in surviving the correctional experience. The publication contains 30 essays, poems, observations, diary excerpts, and drawings reflecting the life of female prison inmates at the Eddie Warrior Correctional Center in Oklahoma. Some of the essays are

Work undertaken to improve the effectiveness of the United Kingdom's schools and further education (FE) sectors was identified and assessed in a study entailing four data collection methods: literature review; questionnaire administered to all FE college principals in England and Wales; expert seminar and face-to-face interviews with high-level representatives of all major agencies responsible for the schools, higher education (HE), and FE sectors; and focus group and telephone interviews with quality managers in a sample of colleges. Although the questionnaire elicited a response rate of only 18%, the respondents were representative of the FE sector as a whole. Among the main obstacles to improving sector effectiveness identified by the principals were the following: lack of finance and funding; lack of management systems and training for middle managers; and need for lecturing staff to adopt new teaching methods. Confusion over the terms "effectiveness" and "improvement" was discovered. It was concluded that systematic quantitative and qualitative research based on a theoretical framework clarifying its relationship to Further Education Funding Council policy and practice is critical to future work to improve the schools, FE, and HE sectors. (Appended are the following: research methodology, bibliography that contains 125 references, and information about the study's authors.) (MN)

ED 435 810 CE 079 342

Khan, Shirley Ali
Towards Sustainability: A Guide for Colleges.
PUB DATE- 99
NOTE- 21p.; Commissioned by the British Government Sustainable Development Education Panel.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation (Environment); *Economic Development; Educational Planning; *Educational Policy; Foreign Countries; Guidelines; *Policy Formation; Postsecondary Education; Program Development; *Strategic Planning; *Sustainable Development; Technical Institutes; Vocational Education
IDENTIFIERS- European Union; International Standards; *United Kingdom

This guide, which builds on the Further Education Development Agency's environmental, regional, and economic development initiatives, is intended to help further education (FE) colleges throughout the United Kingdom respond to the sustainable development challenges posed by the International Organization for Standardization's quality environmental management systems standards ISO 14001 and the European Union's eco-management and audit scheme (EMAS). Section 1 is an introduction that outlines the sustainable development education-related goals set for FE colleges by 2010 and lists the environmental, economic, and social conditions for sustainability. Section 2 is a framework for managing sustainability that covers the following key elements of that task: commitment (policy, sustainability policy themes for FE, awareness raising and training, reporting); planning (conducting an initial review, identifying sustainability efforts, setting objectives and targets, FE sustainability indicators); action (developing a sustainability program, establishing responsibilities, developing a sustainability

ED 435 828 CE 079 375

Griffin, Peggy Ann
The Incorporation of Internationalization into Adult and Higher Education Curricula.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Comparative International Education Society (43rd, Toronto, Ontario, April 15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Communication (Thought Transfer); Continuing Education; Cross Cultural Training; Cultural Awareness; *Educational Improvement; Educational Needs; *Educational Philosophy; *Educational Practices; Educational Theories; Higher Education; International Communication; *International Education; International Educational Exchange; *International Studies

This paper examines modern theory and practice for indications of how adult and higher education can become more international in scope. First, the paper provides definitions of important words, such as "curriculum," "internationalization," and related terms. The next section focuses on theories of educators who have made inroads in internationalizing curriculum. The last section examines the connections between culture, communication, and internationalization. The discussion concludes by encouraging the internationalization of curriculum and creation of new models of education and growth in research. (Contains 24 references.) (KC)

ED 435 829 CE 079 376

Kane, Anita; Stull, William J.
Local School-to-Work Partnerships: Early Lessons from Pennsylvania. Publication Series No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Institutional Cooperation; Partnerships in Education; Program Effectiveness; Program Implementation; *School Business Relationship; Secondary Education; State Programs; Work Experience Programs
IDENTIFIERS- *Pennsylvania; School to Work Opportunities Act 1994

This report examines local school-to-work partnerships in Pennsylvania and summarizes the lessons that can be learned from them. It includes information on how local partnerships work, functions of local school-to-work partnerships, and partnership activities such as establishing educator in the workplace opportunities, making business connections, developing career awareness programs, providing student work experiences, operating student camps, improving school district communication, organizing workshops and seminars, developing regional career-related skills, and developing curriculum. A table outlining the type of program, description, participation, and school-to-work partnership for nine programs in the state is included. (KC) successfully integrate released inmates back into families and communities. It uses a newsletter format, with newsletters arranged into eight volumes. Each volume concerns a unit of related information, including an instructor introduction, minimum number of hours of instructional time, resources, and chart of newsletter contents categorized by academic, workplace, and cognitive development focus. Volume 1 is an introduction to the Metamorphosis program and helps learners think about personal styles, work interests and strengths, and academic abilities and needs. Although the content of the cover articles in volumes 2 and 4 forms an introduction for more in-depth use of a commercial material called Success Is a Thinking Skill, the information in each article is complete enough to stand alone without additional materials. The cover articles in volumes 3, 5, and 7 provide introductions for videos in a relationship series (Keys to Loving Relationships; Homes of Honor Parenting) that focus on interactions at work, with friends and spouses, and in parenting, yet are complete enough for independent use. Cover articles in volumes 6 and 8 provide the basis for real-life applications in getting jobs and managing money. Each volume includes these features for learner use: article(s) that provide introductions to the character traits found in the commercial material called Character First; computer-based assignments in two software programs; reflection questions; cloze exercise(s); and a comprehension exercise for a newsletter article. (YLB)

ED 435 848 CE 079 442

Research Fresh from Florida. Proceedings of the National Agricultural Education Research Conference (26th, Orlando, Florida, December 11, 1999).
PUB DATE- 99
NOTE- 647p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; Adult Education; *Agricultural Education; Agricultural Production; Career Change; Career Choice; Charter Schools; Computer Uses in Education; *Curriculum Development; Dropouts; Economic Impact; Educational Change; *Educational Improvement; Educational Needs; *Educational Research; Elementary Secondary Education; Extension Education; Graduate Surveys; Higher Education; Integrated Curriculum; Internship Programs; Longitudinal Studies; Majors (Students); Models; Multivariate Analysis; Outcomes of Education; Pretests Posttests; Program Development; Program Implementation; Rural Education; School Community Relationship; School Holding Power; Service Learning; Educational Marketing; Future Farmers of America; Georgia; Illinois; Indiana; Louisiana; Michigan; Missouri; Ohio; 4 H Clubs
IDENTIFIERS- Educational Marketing; Future Farmers of America; Georgia; Illinois; Indiana; Louisiana; Michigan; Missouri; Ohio; 4 H Clubs

The following are among the 47 papers included: "Academic Performance and Retention of College of Agriculture Students" (Garton, Dyer, King); "Perceptions of Recent Graduates and Employers about Undergraduate Programs in the College of Agriculture and Natural Resources at Michigan State University" (Heyboer, Suvedi); "Survey of Early Leavers" (Fanno, Cole); "Selecting a Major in Agriculture" (Wildman, Torres); "An Assessment of Agricultural Literacy in K-8 Schools" (Igo,

Family Violence; *Females; *High Risk Students; Incest; *Lesson Plans; Safety; Self Esteem; Sexual Abuse; Sexual Harassment; Sexuality; Stereotypes; Teaching Methods
IDENTIFIERS- Date Rape; Sexually Transmitted Diseases

This booklet, containing 20 lessons that address social skills, is designed for use by teachers and counselors working with female troubled youth. Each lesson plan provides a goal, a list of materials and detailed directions on how to implement the lesson. Several handouts that accompany the lessons are included. Lesson goals include: introducing the idea that growing up female may present some unique challenges; providing information on avoiding and managing sexual abuse; providing information on coping with incest; assisting students in reconsidering the premise that "a girl is nothing without a guy;" helping students to objectively appraise the realities of teen parenting; discussing the dangers of sexually transmitted diseases; assisting students in appraising the realities of high risk behaviors; assisting students in anticipating and avoiding physical, verbal or sexual abuse/harassment; helping students to form a plan to get help if they ever need it; assisting students to best ensure their own physical safety; helping students to debunk negative and limiting female stereotypes; aiding students in the consideration of sexual abstinence; assisting students in the identification and management of domestic violence and helping students to develop career and life goals. (MKA)

ED 435 867   CG 029 417

Wells, Ruth Herman
The Last Chance School Success Guide. Breakthrough Strategies To Teach and Counsel Troubled Youth. Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; Adolescents; Counseling Techniques; Dropouts; *High Risk Students; High Schools; Interpersonal Communication; *Lesson Plans; Principals; Student Behavior; Student Responsibility; Teachers; Teaching Methods

This booklet contains 20 that address school Skills. It is designed to be used by teachers who work with troubled youth at risk for not completing high school. Each lesson plan provides a goal, a list of materials and detailed directions on how to implement the lesson. Several handouts that accompany the lessons are included. Lesson goals include: communicating the necessity of a high school education; permitting students who believe that they will never need an education to identify and examine that assumption; introducing students to possible serious problems they may encounter because of a lack of education; assisting students who have serious problems in school to accept responsibility for their action instead of blaming teachers, principals and others, and to view these problems in an objective way; assisting students in interacting successfully with their teachers; assisting students who manipulate adults about the results they achieve in school to identify with their behavior; encouraging students in danger of dropping out of school to continue with their education; and assisting students who are at risk of expulsion or suspension to consider moderating their behavior. (MKA)

DESCRIPTORS- *Adjustment (To Environment); *Coping; Counseling; Counselors; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; Cultural Interrelationships; Cultural Pluralism; Cultural Traits; Family Attitudes; Family Counseling; Foreign Countries; *Individual Development; *Mental Health; Non Western Civilization; Psychological Studies; Psychology; *Psychotherapy; Western Civilization
IDENTIFIERS- *Japanese People; United States

This article discusses three issues concerning the field of psychology: modern psychology and its definition of mental health; Japanese ideology and its definition of mental health; and applicability of Western methods of psychotherapy to other cultures. There are at least two different definitions of good mental health and most psychotherapies in use today have developed in response to a need to promote healthy adjustment. There are at least two main problems with the definition of good mental health in modern psychology. First, the definition diminishes the value of human relationships, and second, it is not healthy for everyone in the world to follow a predetermined ideology housed within a specific culture. The Japanese definition of mental health also has its unique problems, and some traditions within the Japanese culture have a tremendous impact on an individual's mental health. In summary, every definition of mental health has its own particular strengths and weaknesses, just as each society has its own strengths and weaknesses. If psychology is going to move towards a more international approach, the most important thing may be to acknowledge the validity of each definition and each value system. (Contains 21 references.) (JDM)

ED 435 888 CG 029 583

Synder, Howard N.; Sickmund, Melissa
Juvenile Offenders and Victims: 1999 National Report.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
PUB DATE- 99
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Correctional Institutions; *Criminals; *Delinquency; *Juvenile Justice; Law Enforcement; Student Characteristics; Tables (Data); Victims of Crime; Violence

This report offers the Congress, state legislators, and other state and local policymakers, professors and teachers, juvenile justice professionals, and concerned citizens solid answers to the most frequently asked questions about the nature of juvenile crime and victimization and about the justice system's response. Citing FBI and other data sources, this report demonstrates that the rate of juvenile violent crime arrests - after peaking in 1994 - has consistently decreased over the past several years. However, it has yet to return to the 1988 level, the year in which dramatic increases in juvenile crime arrests were first seen. This report also summarizes data on school violence and describes the recent downturn in the violent victimization of youth. New findings from the 1997 National Longitudinal Study of Youth, providing the most current data on self-reported delinquent and antisocial behavior, are included in this report. Data from the Office of Juvenile Justice and Delinquency Prevention's new national Census of Juveniles in Residential Placements, summarizing key findings about the characteristics of juvenile offenders in

Counselees.
PUB DATE- 99
NOTE- 9p.; Chapter 4 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Advocacy; *Alaska Natives; *American Indians; Counselor Training; Disabilities; Females; Older Adults; Politics; Research; Scientific Research; Sex Role; Student Recruitment
IDENTIFIERS- *Native Americans

Helping professionals need to be more informed and more active advocates for proactive counseling strategies with Native American Indian and Alaska Native peoples. The paper discusses the major advocacy needs of these populations. The negative impact of historical and contemporary discriminatory policies and practices on Native peoples has devastated their standard of living and created major cultural conflicts. These influences have combined with substandard housing, malnutrition, inadequate health care, shortened life expectancy, and high suicide rates to limit opportunities for educational attainment by a population classified as the "poorest of the poor" in the United States. To further complicate matters, many Native individuals believe that they have no choice or control in their lives. However, these problems are not insurmountable nor are Native individuals only victims and incapable of improving their lives. In reality, thousands of Native people have overcome their personal plights. The increase in the number and strength of advocacy efforts must be affected. This paper discusses the following issues: advocacy strategies to assist Native American and Alaska Natives; advocacy for expanding the political agenda; professional training programs; recruitment and training of native students; training of non-native students; advocacy for implications for practice; general issues and concerns; Native women's issues; the older Native individual with disabilities; implications for research; research relative to acculturation level; research relative to scientific inquiry; and research relative to gender roles. Includes a list of recommended resources. (Contains 4 references.) (MKA)

ED 435 909 CG 029 609

Arredondo, Patricia; Vazquez, Luis
Empowerment Strategies from Latino/Latina Perspectives.
PUB DATE- 99
NOTE- 11p.; Chapter 5 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Case Studies; *Counselor Role; *Empowerment; Hispanic Americans
IDENTIFIERS- *Latinas; *Latinos

The ability of counselors to use empowerment strategies depends on such interacting areas as level of self-awareness, knowledge, and skills; respect for the worldview of Latino clients; ability to view people from a strength rather than a deficit perspective; and willingness to suspend judgment and premature interpretation about the clients' presenting issues. The same qualities must also be present when counselors use

Background and Demographics"; "Educational Attainment and Plans"; and "Indexes." Appendix II is made up of five parts: "Reporting the Results of MCA"; "Grand Mean"; "Variables"; "Factor Summary"; "Explained Variance"; and "Samples Used for Tables." Appendix III contains four parts: "Racial/Ethnic Differences"; "The Changing Racial/Ethnic Composition of the MTF Samples"; "Racial/Ethnic Differences in the Impacts of Family, Demographic, and Educational Background"; and "Number of Parents in the Home." (Contains 49 tables, 13 figures, and 18 references.) (MKA)

ED 435 929 CG 029 630

Schulenberg, John; O'Malley, Patrick M.; Bachman, Jerald G.; Johnson, Lloyd D.
Life-Paths into Young Adulthood and the Course of Substance Use and Well-Being: Inter- and Intra-Cohort Comparisons. Monitoring the Future Occasional Paper No. 43.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 98
NOTE- 91p.; Paper based in part on a presentation to the International Conference on Negotiating Adolescence in Times of Social Change: Concepts and Research (State College, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; Drinking; *High School Seniors; High Schools; Marijuana; Sex Differences; Smoking; *Well Being; *Young Adults
IDENTIFIERS- Monitoring the Future; *Transition Management

Moving from high school into young adulthood is a critical developmental transition, a time of both continuity and discontinuity in health and well-being. How well one negotiates this transition, as evidenced by one's course of well-being and substance use, depends in part on historical cohort, gender, and life-path. Using U.S. national panel data from 17 consecutive cohorts from the Monitoring the Future study, this paper examines age-related change in well-being and substance use during the first four years following high school. It examines whether the changes varied as a function of cohort group, gender, and life-path group. Findings show that well-being and substance use increased during the transition to young adulthood. Although there were no overall differences in well-being among the three cohort groups, findings show that the course of self-efficacy and fatalism during the transition differed somewhat among the cohorts. Men reported higher levels of well-being and substance use, except for cigarettes, than women. Overall differences in well-being and substance use were found across the life-paths. Limitations of the study and future directions for research are also discussed. (Contains 9 tables, 21 figures, and 68 references.) (MKA)

ED 435 930 CG 029 631

Johnston, Lloyd D.
Reasons for Use, Abstention, and Quitting Illicit Drug Use by American Adolescents: A Report Commissioned by the Drugs-Violence Task Force of the National Sentencing Commission. Monitoring the Future Occasional Paper No. 44.
PUB DATE- 98
NOTE- 47p.; Paper is an abbreviated text of a presentation to the Drugs-Violence Task Force of the National Sentencing Commission

connection between what is being learned in school and future careers and life roles should become an explicit part of everyday learning. (Contains seven references.) (JDM)

ED 435 951   CG 029 657

Haasl, Beth; Marnocha, Jean
Bereavement Support Group Program for Children: Participant Workbook. Second Edition.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bereavement; *Coping; *Counseling Techniques; Elementary Secondary Education; Grief; *Group Counseling; *Social Support Groups
IDENTIFIERS- *Grief Counseling

This participant workbook contains goals and activities for children in the Bereavement Support Group Program for Children. The six session program is designed for children between the ages of 6 and 15 who have experienced the death of a loved one or other significant losses. Sections are devoted to death and grief, feelings and self-esteem, expression of grief, memories, funerals, and healing and coping skills. The workbook contains basic information on topics for each of the six program sessions with space provided for participants to make comments. A bibliography accompanies each session with suggestions for materials related to the topic. Children are encouraged to take the workbook home with them for their review and as a remembrance of the group as well as to share with their parents or guardians. (GCP)

ED 435 952   CG 029 658

Haasl, Beth; Marnocha, Jean
Bereavement Support Group for Children: Leader Manual. Second Edition.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bereavement; *Coping; *Counseling Techniques; Elementary Secondary Education; Grief; *Group Counseling; *Program Development; *Social Support Groups
IDENTIFIERS- *Grief Counseling

Derived from experience in conducting bereavement support groups with grieving children, this program offers direct advice and tools for creating a bereavement support group for children. The manual presents the format for establishing and conducting a Bereavement Support Group Program for Children. The leader manual gives step-by-step instructions for establishing the support group, along with activities for each individual session. It also discusses rationale and objectives behind bereavement programs, explains common grief reactions of children, and provides several techniques and skills that are particularly effective in grief counseling. The adaptations and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Research; Classroom Techniques; Grade 1; Models; Primary Education; *Reading Instruction; *Teacher Role; *Writing Instruction
IDENTIFIERS- *Balanced Literacy; Interpretive Research

One of the hottest literacy topics currently is "balanced literacy"--the centrist position of experts in the teaching and learning of literacy. Balanced literacy programs utilize both explicit skill instruction and authentic text. A study documented and discovered the enacted practices of an exemplary first grade teacher (with 24 students) using a "balanced literacy program." The guiding questions for the study were: What components constitute the balanced literacy program in this classroom? What model has been adopted by the school district and is mandated through the curriculum? Is this the model the teacher articulates and enacts? If there are differences between the espoused model and the enacted model, what are they and why are they present? What does the teacher's daily and weekly literacy practice look like? An interpretive approach was used to gather an array of data. A thorough description of the classroom environment was documented through fieldnotes, photos, and mapping. An interview protocol was used to record the perceptions and beliefs of the teacher during audiotaped interviews. Data analysis, on-going throughout the study, suggests that the teacher enacts a more complex and rich model than the Four Blocks model that is mandated by the school district. The Complex Model has additional components the teacher believes are essential to the literacy development of all early readers/writers, such as daily read aloud, shared book/poetry experiences, repeated readings, modeled/interactive writing, rich oral discourse experiences, and a home reading and writing program. (Contains 25 references and the Complex Model.) (NKA)

ED 435 973 CS 013 750

Kartch, Dina; Marks, Cynthia; Reitz, Marsha
Examining Reading Fluency in Primary Children.
PUB DATE- 99
NOTE- 49p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Grade 2; Grade 3; Instructional Effectiveness; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Reading Improvement; Reading Instruction; *Reading Skills
IDENTIFIERS- Paired Reading; *Reading Fluency; Repeated Readings

This report outlines a program for improving reading fluency. The targeted population consisted of second and third grade students from three separate communities located in suburbs of a major metropolitan area. The need for fluency improvement is documented through teacher observations, reading fluency assessments, standardized reading test results, and a reading attitude survey of the students themselves. Analysis of probable cause data revealed that fluency is not taught as a component of reading programs. With most reading instruction focusing on comprehension and vocabulary, the oral fluency piece does not develop enough for students to view themselves as readers. This may negatively impact student attitude toward reading. Analysis of instructional strategies revealed less

PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Classroom Techniques; Cognitive Development; Comparative Analysis; Cooperative Learning; *English Instruction; High School Students; High Schools; *Instructional Effectiveness; Learning Strategies; Middle School Students; Middle Schools; *Reading Skills; *Writing Skills
IDENTIFIERS- *Achievement Standards; *Classroom Effectiveness

A study reports on the first 3 years of a 5-year study focusing on characteristics of educational practice that accompany student achievement in English language arts in middle and high schools. The study attempts to specify features of instruction that make a difference in student learning by comparing high-achieving and under-achieving schools which are otherwise similar. It involved 19 middle and high school English programs in Florida, New York, and California schools exhibiting diversity in population, educational problems, and approaches to improvement, and it was organized as a nested case design with the program as a case and the class including teachers and students, as cases within. Findings suggest higher achieving schools are characterized by instructional programs in which: (1) skills and knowledge are taught in multiple types of lessons; (2) tests are deconstructed to inform curriculum and instruction; (3) within curriculum and instruction, connections are made across content and structure to ensure coherence; (4) strategies for thinking and doing are emphasized; (5) generative learning is encouraged; and (6) classrooms are organized to foster collaboration and cogitation. Contains 9 tables and 36 references. Appendixes describe schools involved in the study and list related reports. (EF)

ED 435 994 CS 216 930

Ediger, Marlow
The Controlled Vocabulary--A Reexamination.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basal Reading; Elementary Education; Phonics; *Reading Instruction; *Reading Skills; *Verbal Development; *Vocabulary Development; Whole Language Approach; *Word Recognition
IDENTIFIERS- Reading Groups; Reading Management

The controlled vocabulary method of reading instruction (popular in the 1950's and 60's in the Dick and Jane basic reading series) had many inherent and numerous strong points. As with all beginning reading instruction methods, including the Big Book, heterogeneous reading group, holism, phonics, library book, and constructivist methods, controlled vocabulary involved controls, in the form of special vocabulary. The method also had many advantages: high word recognition, new vocabulary development, advancement of speaking vocabulary, supplementation by library books, and homogeneous reading groups. The emphasis was on success and achievement in reading skills. The controlled vocabulary philosophy may return in some form, in the manner that all reading methods cycle into and out of favor. (EF)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Educational Principles; Higher Education; Interpersonal Communication; *Service Learning; Socioeconomic Status; *Student Participation; *Teacher Student Relationship
IDENTIFIERS- Social Education; Technology Based Instruction

Service-learning places students and educational institutions in direct contact with surrounding communities, teaches them greater appreciation for persons of different social privileges, and helps them to recognize the necessity of social intervention in distributing the benefits of democracy. Service-learning is inherently democratizing by combating the separation of higher education from its beneficiaries, and by avoiding the social stratification that new technologies can bring. Including a service component in education can offset the individualistic focus of technologized learning and encourages students to take responsibility for how they and their classmates learn. Contains 5 references. (EF)

ED 436 018 CS 510 178

Schwartzman, Roy
Educational Consumerism: Etiology and Antidotes.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual National Communication Association Convention (Chicago, IL, November 4-7, 1999). Council of Teachers of English (Denver, CO, November 18-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Innovation; Educational Planning; *Educational Principles; *Etiology; Higher Education; *Metaphors; *Service Learning; Sociolinguistics; *Student Responsibility
IDENTIFIERS- *Linguistic Analysis; Metaphorical Thought; Reform Efforts; *Student Consumerism

Hypothesizing that metaphoric portrayals of students as consumers/customers should cause consternation, this paper constitutes a pragmatic examination of metaphor and focuses on how the choice of metaphors implicates policies and practices. It begins by tracing the philosophical development of the description of students as consumers/customers, and explains its antithetical nature with relation to the service-learning initiative. The paper suggests that several alternative metaphoric possibilities and invigoration of participatory learning may reduce the pernicious implications of the student-as-customer metaphor, through such practices as enriching the metaphoric repertoire surrounding education and broadening the vision of students by recognizing their roles in service-learning. Contains 35 references. (RS)

ED 436 019 EA 030 099

Russo, Charles J., Ed.
The Yearbook of Education Law, 1999.
PUB DATE- 99
NOTE- 534p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

disabilities on their rights under titles II and III of the Americans with Disabilities Act (ADA). Written in simple language and supported by drawings that make the material more accessible, the training is meant to give trainees a basic understanding of certain key ADA concepts. Specifically, information is provided on: (1) rights under ADA; (2) recognizing discrimination; (3) what to do in a situation where discrimination happens; and (4) follow-up activities that can be done with local self-advocacy groups. The guide includes a training narrative, trainer's notes and instructions for all activities, 38 masters for making overhead transparencies and for making copies of the Trainee Handbook, and masters for making copies of an ADA help checklist, resource lists, ADA information coupons, and certificate of completion. Each section outlines learning goals and includes a mini-review of the information provided. Two audiocassettes are included for training individuals who also have visual impairments. (CR)

ED 436 039 EC 307 502

Bryant, Ed, Ed.

Al Servicio del Diabetico no Vidente o Discapacitado Visual: Guia de Recursos para Consejeros Vocacionales de Rehabilitacion (Serving Individuals with Diabetes Who Are Blind or Visually Impaired: A Resource Guide for Vocational Rehabilitation Counselors).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; National Federation of the Blind Inc., Baltimore, MD.

PUB DATE- 99

NOTE- 257p.; See ED 409 700 for English translation.

LANGUAGE- Spanish

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Blindness; Coping; *Diabetes; *Dietetics; Drug Therapy; Emotional Response; *Employment; Etiology; Intervention; Males; Personal Autonomy; Sexuality; Special Health Problems; *Visual Impairments; Vocational Rehabilitation

IDENTIFIERS- *Insulin

Designed for Spanish-speaking vocational rehabilitation counselors, this book provides information about diabetes and treating diabetes. Much of the material previously appeared as articles in "Voice of the Diabetic" and is written not just by doctors and diabetes professionals, but also by members of the National Federation of the Blind (NFB) Diabetes Action Network and people with personal experiences, encouragement, and insights to share. Part 1 provides an introduction to diabetes and includes: "Myths about Diabetes: What You Tell Your Clients" (NFB Diabetes Action Network); "What Is Diabetes Mellitus?" (Arturo Rolla); "Diabetic Eye Disease" (Prema Abraham); and "A Note on 'Brittle' Diabetes" (NFB Diabetes Action Network). Part 2 addresses self-management and includes: "New Dietary Guidelines for Diabetes Management" (Mimi Moore); "Review of Oral Diabetes Medications" (Peter J. Nebergall); "Diabetes and Exercise" (NFB Diabetes Action Network); "About Insulin" (NFB Diabetes Action Network); "Insulin Measurement Devices" (NFB Diabetes Action Network); "Blind Diabetics Can Draw Insulin without Difficulty" (Ed Bryant); "I've Gotten Attached to My Insulin Pump" (Veronica Elsea); "New Insulin"

Interdisciplinary Approach; *Mobility; *Mobility Aids; *Orientation; Teaching Methods; Teamwork; *Travel Training; Visually Impaired Mobility

This fact sheet about students who are deaf-blind provides information on orientation and mobility (O&M) training. It begins by describing orientation and mobility skills, and emphasizes the need for a team approach in the development and implementation of O&M instruction. Instructional strategies are described, including initial assessment of O&M skills, program development and implementation, and evaluation. The basics of mobility skills are then addressed for guided travel, protective techniques, trailing, mobility devices, dog guides, electronic travel aids, and wheelchair mobility. Tips are provided for working with interpreters, and practical strategies for families and team members are listed, including: (1) provide opportunities for exploring all areas of the student's environment; (2) encourage experiences on a variety on surfaces; (3) allow full participation in activities; (4) make full use of "reference points"; (5) encourage independent travel; (6) be sure lighting is adequate for children who have residual vision; (7) make use of physical boundaries; (8) provide opportunities for problem-solving; and (9) encourage association of familiar toys and objects with the environments in which they may be used. (CR)

ED 436 059 EC 307 523

Malloy, Peggy, Ed.
Deaf-Blind Perspectives, 1998-1999.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Coping; *Deaf Blind; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Foreign Countries; higher Education; Individualized Education Programs; Knowledge Base for Teaching; Parent Participation; *Preservice Teacher Education; Sign Language; Student Evaluation; *Teacher Competencies; Theory Practice Relationship
IDENTIFIERS- *Australia; Individuals with Disabilities Education Act

This collection of three issues focuses on competencies for teachers of learners who are deaf-blind, living with deaf-blindness, and resources in Australia for parents and families of students who are deaf-blind. Articles include: (1) "Research-to-Practice Focus: Competencies for Teachers of Learners Who Are Deafblind" (Marianne Riggio), which discusses the development of 44 knowledge statements and 104 skills for teachers of children who are deaf-blind; (2) "Sign Language with People Who Are Deaf-Blind: Suggestions for Tactile and Visual Modifications" (Susie Morgan); (3) "What We Did for Our Summer Vacation" (Margery Sved), a parent's perspective on the American Association of the Deaf-Blind Convention; (4) "Seeing the Humor in It All: Living with Deafblindness" (Ronald Malcolm); (5) "The 1997 Amendments to the Individuals with Disabilities Education Act, Part 1: Changes to Parent Participation, Evaluations and Reevaluations, and the IEP Process" (John Killoran); (6) Part 1: "Finding a Summer Camp" (Peggy Malloy); (7) "Australia's First Deafblindness Winter School" (Mike Steer); (8) "In Australia: Placing Parents and Families at the Center of Our Planning" (Mike Steer); (9) "Research-to-Practice: Reducing Behavior Problems in Students

PUB DATE- 95
NOTE- 23p.; For other booklets in this series, see ED 005 501-508.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *Public Schools; *School Construction
IDENTIFIERS- *Australia; *Technology Implementation

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter of the guide provides advice on how educational buildings should be designed to permit technological change with efficiency and minimum expense. Issues examined involve computers and buildings; industrial technology; integration of technology and other disciplines; and special requirements of storage, supervision, and after-hours use. Also discussed are the principles of good maintenance and recordkeeping; and documentation needs for equipment, services, and providers. (GR)

ED 436 079 EF 005 508

Odell, John H.
Appenices. School Buildings Planning, Design, and Construction Series No. 8.
PUB DATE- 95
NOTE- 61p.; For other booklets in this series, see EF 005 501-507.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Financial Support; Foreign Countries; Public Schools; Resource Materials; Resources; *School Construction
IDENTIFIERS- *Australia

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter presents the appendix for the complete guide and contains summary statements of important procedures outlined in the earlier chapters. Included are outlines of educational business plans, terms glossary, site selection approval guide, value management resources, governmental capital funding, state government funding schemes, anti-graffiti methods, project management guidelines, and typical contract documents. (GR)

ED 436 080 EF 005 521

Hlavin, Alton C.; Hanton, Tom; Eckhoff, Mike
Mini-Session Presentation on Fairfax County Public Schools Renewal of Chantilly High School.
PUB DATE- 91
NOTE- 77p.; Presentation delivered at the Council on Educational Facility Planners International (CEFPI) Convention (1991).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Spolsky, Bernard; Shohamy, Elana
The Languages of Israel: Policy, Ideology and Practice. Bilingual Education and Bilingualism 17.
PUB DATE- 99
NOTE- 299p.; Published by Multilingual Matters Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arabic; Elementary Secondary Education; English (Second Language); Foreign Countries; *Hebrew; Immigrants; Language Maintenance; Language Minorities; *Language of Instruction; Multilingualism; *Official Languages; Russian; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Israel; Language Diversity; Language Policy

This book focuses on the practice and ideology of the languages of Israel, examining the extent to which the present linguistic pattern may be attributed to explicit language-planning activities. The chapters give balanced analyses of the history and current status of the revitalized national language, Hebrew; of the other official language, Arabic; of the all-pervasive international language, English; of the large number of immigrant languages; and of the fate of many Jewish languages. It considers the major impact on the country's multilingualism of the nearly one million Russian speakers. This is all tied together with an account of the new language education policy, noting the likelihood that the long hegemony of Hebrew is giving way to an evolving acceptance of linguistic diversity. The chapters are: (1) "Language Practice and Policy in Israel"; (2) "Language Policy"; (3) "Hebrew as a Mother Tongue"; (4) "Hebrew Language Acquisition and Diffusion Policies"; (5) "Arabic: The Language of the 'Minorities'"; (6) "Teaching Arabic as a Second Language"; (7) "English: Everybody's Second Language"; (8) "The Other Languages of the Immigrants"; (9) "The Loss and Maintenance of Jewish Languages"; (10) "Languages of Recent Immigrants"; and (11) "Change or Continuity?" (Contains approximately 400 references.) (SM)

ED 436 098 FL 026 082

Bliesener, Ulrich; Tapia, Ivan, Ed.; Blochmann, Georg M., Ed.
Foreign Language Teaching in Germany.
PUB DATE- 98
NOTE- 33p.; English edition of B & W titled "Education and Science."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Curriculum Development; Elementary Secondary Education; English (Second Language); Foreign Countries; Global Approach; Higher Education; Inservice Teacher Education; *Multilingualism; Preservice Teacher Education; *Second Language Instruction; Second Language Learning; Student Evaluation; Vocational Schools; World Affairs
IDENTIFIERS- European Union; *Germany

This theme issue of "Bildung und Wissenschaft" explains the importance of multilingualism in today's world, focusing on foreign language instruction in Germany. It examines the following issues: "Multilingualism in a Changing World"; "The Significance of Foreign Languages for Germany"; "Foreign Languages in Schools: The System--A Few Basic Facts"; "The integral part of today's learning environment. (MES)

ED 436 119   IR 019 742

Martin, Mary Barone
Classroom Assessment Techniques Designed for Technology.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of the Mid-South Instructional
  Technology Conference (Murfreesboro, TN, March 28-30, 1999);
  see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Classroom Techniques; Course Evaluation;
  *Educational Technology; *Evaluation Methods; Higher Education;
  *Informal Assessment; *Instructional Effectiveness; *Student
  Evaluation; Teacher Effectiveness

Thomas A. Angelo and K. Patricia Cross have developed strategies for assessing classroom teaching effectiveness at the college level. The assessments are generally ungraded activities which focus on current course work. This paper examines the following assessment activities within the context of teaching and technology: (1) "Muddiest Point"--students jot down the muddiest point from a lecture, and the instructor addresses frequently mentioned points at the next lecture; (2) Empty Outlines--students outline a portion of the lecture in a limited amount of time; (3) Minute Paper--students record the most important thing learned during the class; (4) Double-Entry Journals--students make notes about readings, then explain reactions to their notes; (5) Course-Related Self-Confidence Surveys--students assess their self-confidence regarding specific skills; (6) "To Use or Not to Use" Analysis--students prepare a recommendation for use of technology to solve a problem; (7) Procedure Brochures--students form a brochure providing directions for solution of a problem; (8) Keystroke Reports--one student works a problem using technology, while another records keystrokes used; (9) Technology Maps--students provide a map/directory path for technological operations; (10) Technology Chain--students cooperatively outline steps in a procedure that uses technology; (11) Pen Pals--students write/e-mail a classmate about processes/concepts learned; and (12) Benefits Analysis--students analyze benefits of the use of technology on that day. (MES)

ED 436 120   IR 019 743

Baird, Diane; Hallett, Karin S.
Copyright in the Academic Environment: An Introduction.
PUB DATE- 99
NOTE- 14p.; In: Proceedings of the Mid-South Instructional
  Technology Conference (Murfreesboro, TN, March 28-30, 1999);
  see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Academic Libraries; *Copyrights; Distance
  Education; Electronic Text; *Fair Use (Copyrights); Higher
  Education; Interlibrary Loans; Internet; Legal Responsibility;
  Library Materials; *Library Services; Nonprint Media
IDENTIFIERS- Historical Background; Library Reserve; Web Sites

are included. (Contains 45 references.) (MES)

ED 436 139 IR 019 764

Danielson, Jared A.; Burton, John K.
A Systems Approach to Adopting New Technologies in Education.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. For related article, see EJ 582 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); College Faculty; *Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; Interviews; Models; *Systems Approach; Vertical Organization
IDENTIFIERS- Hierarchical Models; *Teacher Needs; *Technology Implementation; Virginia Polytechnic Inst and State Univ

This paper describes Virginia Polytechnic and State University's efforts to effectively adopt emerging technologies on a general basis. The various systems that come into play in this context are discussed, including the macro-system (the university itself) and sub-systems (departments and programs). *Introduction of a compensating sub-system, "Housecalls," is* described. The "Housecalls" program was created in order to provide technical support for the college, provide a venue for training and supporting graduate students, and support faculty in their efforts to use their computers as educational tools. Research and theory in the area of diffusion and adoption of educational technology is summarized, including conditions that facilitate the implementation of educational technology. A theoretical model examining faculty needs when adopting emerging technologies in education is presented. General statistics about the "Housecalls" service, highlights from interviews with faculty, and observations from similar programs elsewhere are presented. It is concluded that educational institutions must support faculty on many fronts for successful adoption of emerging technologies. (MES)

ED 436 140 IR 019 765

Frick, Theodore; Monson, John A.; Xaver, Richard F.; Kilic, Gulsen; Conley, Aaron T.; Wamey, Beatrice
Navigational Structure on the World Wide Web: Usability Concerns, User Preferences, and "Browsing Behavior."
PUB DATE- 99
NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Design Preferences; Higher Education; Hypermedia; *Menu Driven Software; *Navigation (Information Systems); *Screen Design (Computers); User Needs (Information); Users (Information); *World Wide Web
IDENTIFIERS- Browsing; Indiana University Bloomington; Usability; User Preferences; *Web Sites

based material that elicited plans for developing instruction designed to support the learning of specific performance objectives within an electronic media-supported environment. Each teacher developed two plans for specific objectives using both a traditional systems approach as well as the context driven design model proposed. These plans were analyzed and reported according to the number and type of instructional components and elements included, the type of contexts described and the role electronic media played within these contexts, the type of social interaction environments defined by the electronic media, and general attitudes about developing instruction according to the two different approaches. Major planning differences with respect to the inclusion of specific instructional components and elements were identified between the two approaches, as was the role electronic media played between the teachers' different plans. Differences between context selections were also identified and reported. Implications for future research are included. (Author/MES)

ED 436 159   IR 019 784

Sherman, Greg
Instructionist versus Constructionist Web-Based Collaborative Learning Environments.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Constructivism (Learning); *Cooperative Learning; Grade 8; *Instructional Design; Interaction; Junior High Schools; Learner Controlled Instruction; Navigation (Information Systems); Problem Solving; Student Attitudes; Tables (Data); *World Wide Web
IDENTIFIERS- Collaborative Learning; *Learning Environments; Web Sites

This study investigated the effects of instructionist (navigational, functional) versus constructionist (adaptive) World Wide Web (WWW) site environments on collaboration, achievement, attitudes, and perceived level of learner controls reported by students after working in cooperative dyads within the different types of Web-based learning environments. Three different versions of an instructional WWW site were developed, corresponding to the different types of interaction strategies. Twelve eighth-grade students (six dyads) were each assigned three similar instructional problems to solve, and they worked within the different Web environments to accomplish their instructional tasks. When the dyads experienced the navigational site, they viewed a main menu with broad topics displayed as hypertext links. When the dyads were assigned to the functional site, they began their exploration with a site-specific search engine. When the dyads experienced the adaptive (constructionist) site, they were instructed to construct a Web site that addressed the instructional problem. Preliminary results indicated a number of differences between the subjects' performance and behavior while experiencing the adaptive site versus the other two treatments. These included spending more time with the material, reporting a higher degree of learner control, a higher perception of interactivity, and an increase in the amount of positive interpersonal interactions.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Databases; Computer Uses in Education; Content Analysis; Department Heads; *Doctoral Dissertations; *Doctoral Programs; *Educational Technology; Higher Education; *Instructional Design; Instructional Development; Instructional Systems; Literature Reviews; *Research Methodology; Schools of Education; Tables (Data); Trend Analysis
IDENTIFIERS- *Research Trends

This paper presents a content analysis of doctoral dissertations in the field of educational technology from 1977 through 1998. Specific research questions include major research themes, how the themes have changed, how the research methodologies have changed, and research trends. The author's "Doctoral Research in Instructional Design and Technology: A Directory of Dissertations, 1977-1998," containing entries for 2,689 dissertations, was used for the study. Initial analysis of the dissertation data showed a wide variety of topics being investigated. Prominent themes included research on computers, instructional development/design and systems, simulation and games, and television and video. Research methodology trends included a reduction in the number of comparison studies, a reduction in the number of experimental studies, and an increase in the number of qualitative studies. Figures present data for each year on: the number of dissertations completed; percentage of dissertations dealing with computers; percentage of dissertations dealing with instructional development, design, or systems; percentage of dissertations dealing with simulation and television; percentage of dissertations dealing with film, videodisc, multimedia, and hypermedia; percentage of dissertations using comparative research methodology; percentage of dissertations using experimental and qualitative research methodologies; programs with the largest number of graduates; and chairpersons with the largest numbers of graduates. (MES)

ED 436 179 IR 019 804

Luetkehans, Lara M.
A Case Study of Using Groupware To Support Collaborative Activities in a Distance Learning Course.
PUB DATE- 99
NOTE- 14p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. The figure contains very small and illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; Courseware; *Distance Education; *Group Activities; Higher Education; Interaction; Learning Activities; Qualitative Research; Student Surveys; Use Studies; World Wide Web
IDENTIFIERS- Compressed Video; *Groupware; Learner Centered Instruction; *Learning Environments

This case study examined the ways a groupware tool, TWISTER (Talking - Writing - Information access - Solving problems with Technology for Education and Research), was used to create a learner-centered distance learning environment in a telecommunications in education class. Data were collected

IDENTIFIERS- *Kentucky

This is the first annual report issued by the Kentucky Community and Technical College System (KCTCS). It chronicles the accomplishments of KCTCS during its first 13 months of existence. The report describes how KCTCS' 13 community colleges and 15 technical colleges educate, empower, and help employ Kentuckians. Contents include a message from the chairman, a message from the president, a look at the collaboration between KCTCS and other organizations, a timeline of the year in review, a community college update, a technical college update, and KCTCS facts and figures of its community and technical colleges. Highlights include: (1) 1997-98 enrollment in the technical colleges totaled 14,067; (2) community college enrollment for fall 1997 totaled 36, 399; (3) degrees awarded in 1996-97 at the community colleges was 3,603; credentials awarded at the technical colleges was 3,361; (4) women composed 65% of the fall 1997 enrollment at the community colleges, and 49% at the technical colleges; and (5) the percentage of African Americans enrolled was similar at both the technical and community colleges--7.1 and 7.6, respectively. The KCTCS report also includes information on fundraising efforts, mission and vision, the Board of Regents (effective end of 1997-98 academic year), faculty and staff achievements, student achievements, and testimonials from various persons. (UWC)

ED 436 198   JC 000 013

Projected 1999-2000 Cost Allocation Summary.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Cost Estimates; *Educational Finance; Educational Planning; *Full Time Equivalency; Long Range Planning; *State Schools; Statewide Planning; Tables (Data); *Technical Institutes; Two Year Colleges; Vocational Schools
IDENTIFIERS- *Wisconsin Technical College System

Information contained in this summary was derived from data submitted by Wisconsin technical colleges on their 1999-2000 projected cost allocation schedules. Cost allocation information is used to calculate the distribution of state aids to each college, and prepare financial and enrollment reports including state statistical summaries and reports on the financing of technical education. The financial and enrollment information reported in this summary will not be finalized until after completion of the required audits in the following fiscal year. According to this report, total operational costs for the system totaled $645,952,300. Schedules include operational costs and total budget summary, total expenditures and revenues summary, staff analysis summary, materials fees & FTE student summary, statewide costs and FTE enrollment summary by college, statewide costs per FTE by aid category, costs per FTE by college (for college parallel, associate degree, technical diploma, vocational-adult, non-postsecondary, and community services), FTE students and costs by college (for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education), FTE enrollment and operational cost percentages, cost ratios per FTE student, and FTE student enrollment percentages. (UWC) opportunity to implement new instructional designs that are more participant-centered and that improve learning. In fact, these changes are currently underway, as more faculty are being given access to technology, and the training to use that technology. Finally, as institutions of higher education respond to the need for new instructional design formats to accommodate non-traditional students, several factors unique to older, employed students should be kept in mind, including the fact that individuals' work shifts can change from week to week, emergencies can occur at jobs at any time, not all people will need to study entire courses, and presentations should be kept short to avoid interrupting the work day. Contains 12 references. (BCY)

ED 436 218   JC 990 672

Ediger, Marlow
Affective Objectives in Community College Science.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; *Affective Objectives; Democratic Values; Educational Practices; Educational Principles; Elementary Education; *Elementary School Science; Emotional Development; Learning Strategies; *Science Activities; Science Education; *Science Instruction; Science Process Skills; Science Teachers; Student Attitudes; Student Behavior; *Student Centered Curriculum; Student Development; Student Interests; Student Motivation; Student Role; Teaching Methods

Science teachers need to stress several kinds of objectives in teaching and learning. One kind, cognitive, receives major emphasis by teachers. In addition to vital facts and concepts, pupils should also acquire major generalizations. And, in addition to facts, concepts, and generalizations, pupils also need to be able to think critically. Cognitive objectives are salient for pupils to achieve in ongoing lessons and units of study. Related to cognitive objectives are affective ends for pupil attainment. Affective objectives in science involve attitudes, feelings, emotions, and beliefs. Teachers who stress the emotions and their consequences for individuals emphasize heavy pupil involvement in curriculum development. Pupils' interests are salient in learner-centered instruction. The attitudinal dimension of the learner is paramount in an affective-centered science curriculum. Finally, there are five dimensions of emotional intelligence: self-awareness, handling emotions, feeling motivated in achieving definite goals, empathy, and development of social skills enables a pupil to help others in everyday situations in life. Emotional intelligence harmonizes well with an affective science curriculum. Affective and cognitive objectives interact. Democracy as a way of life emphasizes that pupils respect each other's ideas and contributions. The affective domain cannot be separated from the cognitive. (VWC)

ED 436 219   JC 990 673

Levin, Bernard H.
Distance Learning Close to the Ground.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Conference of the

contained more welfare reform stories that other sources, although The New York Times featured the most articles focusing on children. A greater percentage of editorials addressed children's issues than any other article type. Impact of welfare reform was most frequently discussed in terms of government budgets. The impact of reform on children's lives was discussed most frequently in general terms. Based on the findings, it was concluded that framing the welfare reform issue primarily as one that affects public budgets can have consequences on how news consumers perceive the issue, and vote or act upon it. (KB)

ED 436 236 PS 027 859

Chen, Perry; Kunkel, Dale; Miller, Patti
The News Media's Picture of Children: A Five-Year Update and A Focus on Diversity. Report and Executive Summary.
SPONS. AGENCY- Ford Foundation, New York, NY.; Miriam and Peter Haas Fund, San Francisco, CA.; Mott (C.S.) Foundation, Flint, MI.; Kellogg Foundation, Battle Creek, MI.; Rockefeller Foundation, New York, NY.
PUB DATE- 99
NOTE- 13p.; This document consists of an 8-page brochure and a 4-page brochure (Executive Summary) combined.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Content Analysis; Cultural Differences; Cultural Pluralism; *Followup Studies; Journalism; Mass Media; Mass Media Role; Minority Groups; *News Media; News Reporting; News Writing; Nonprint Media; *Programming (Broadcast); Television Research
IDENTIFIERS- Research Replication

News media hold significant power and responsibility in focusing public attention on child-related issues. This document summarizes a study of news coverage of children in national media in 1994 and reports on the follow-up conducted in 1998. The follow-up study was based on a sample of national news coverage collected throughout November 1998 from five major newspapers and three broadcast networks. Part 1 of the followup study replicated and updated the 1994 study. Part 2 added an additional month over-sample to determine whether the coverage contained a primary focus on minority children. The findings of the 1994 study led to the conclusion that although news coverage of children was substantial, it was not balanced. Among the key findings of the follow-up study were the following: (1) child-related newspaper stories increased 37 percent over 5 years while television coverage remained unchanged; (2) the proportion of child-related news stories involving crime/violence dropped considerably, the proportion involving cultural/health issues increased considerably, and family/economic issues continued to account for the smallest number of stories; (3) children's voices were twice as common on television news as in newspapers; (4) both media provided very little practical information for parents in child-related news stories; (6) about 20 percent of stories addressed public policy concerns, down slightly from 1993; (7) children of color received little coverage, with African-Americans receiving more coverage than all others combined; and (8) stories about children of color focused on education more than crime/violence. (KB)

ED 436 237 PS 027 905

The chapter concludes by noting that the talk teachers hear in the classroom represents a small part of a child's linguistic and communicative competence; suggestions are included for teachers to ease the transition to school talk. (Contains 77 references.) (KB)

ED 436 254 PS 028 090

Gambrell, Linda B.; Mazzoni, Susan Anders
Emergent Literacy: What Research Reveals about Learning To Read.
PUB DATE- 99
NOTE- 27p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Reading; Early Childhood Education; *Elementary School Curriculum; *Emergent Literacy; *Preschool Curriculum; *Reading Instruction; Reading Motivation; Reading Research; Student Motivation; Young Children

Noting that the questions of when and how to teach beginning reading are among the most controversial in early childhood education, this chapter examines how young children develop as readers. The chapter begins with a focus on the emergent literacy perspective for the insights it provides into young children's reading and writing development. The chapter then presents factors associated with learning to read successfully, including: (1) family literacy practices such as storybook reading and environmental print experiences; and (2) classroom-based literacy practices related to the social and motivational context and opportunities for challenge, choice, and collaboration, and storybook or shared reading. The chapter provides an overview of what current theory and research suggest young children need to know to develop into successful readers, including phonological awareness, alphabetic understanding, phonics instruction, and reading as a meaning-getting process. The chapter concludes with a review of several studies focusing on characteristics of effective literacy instruction. Contains approximately 140 references. (KB)

ED 436 255 PS 028 091

Campbell, Patricia F.
Fostering Each Child's Understanding of Mathematics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 28p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; Curriculum Development; *Elementary Education; *Elementary School Curriculum; Elementary School Students; Mathematical Concepts; *Mathematics Education; Mathematics Instruction; National Standards; Number Concepts; Numeracy; Problem Solving; Spatial Ability

Noting that assumptions about the teaching and learning of early childhood mathematics have changed substantially since the 1970s, this chapter examines recent research that may inform curriculum development in early childhood mathematics. The chapter begins with a consideration of the theoretical perspectives for defining an appropriate mathematics curriculum, focusing on mathematics as a dynamic discipline, the construction of knowledge, perceiving relationships between

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Activity Units; Child Development; *Curiosity; *Day Care; *Day Care Centers; Early Childhood Education; Individual Development; *Learning Activities; *Psychomotor Skills; School Activities
IDENTIFIERS- California; *Connectivity

Based on experiences gained at the Palo Alto Infant-Toddler Center, this book presents a model of infant and toddler child care. The purpose of the book is to offer caregivers and interested parents a repertoire of ways to respond to infants and toddlers that support individual development. Planned experiences and practical strategies for approaching everyday interactions between infants, toddlers, and their caregivers are presented and organized by the "Three C's": the Curiosity of the child, the Connections children make with other children and with adults, and the physical Coordination necessary for skill integration. Chapter one presents the foundation of the model. Chapter two presents strategies for caring for small children. Chapter three addresses the promotion and support of children's curiosity, while chapter four presents planned experiences to promote children's curiosity. Chapter five addresses the promotion and support of children's connections, while chapter six presents planned experiences to promote children's connections. Chapter seven provides strategies for fostering children's coordination, while chapter eight presents planned experiences to promote children's coordination. (SD)

ED 436 274 PS 028 114

Copeland, Tom
Family Child Care Inventory-Keeper: The Complete Log for Depreciating and Insuring Your Property. Redleaf Business Series.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care; Early Childhood Education; *Facility Inventory; *Family Day Care; Insurance; Property Accounting; Recordkeeping; Records (Forms); *Tax Deductions; Taxes
IDENTIFIERS- *Depreciation; *Depreciation Accounting

Figuring depreciation can be the most difficult aspect of filing tax returns for a family child care program. This inventory log for family child care programs is designed to assist in keeping track of the furniture, appliances, and other property used in the child care business; once these items have been identified, they can be deducted as business expenses on income tax forms. The Inventory-Keeper log provides the information needed to claim depreciation deductions for items purchased before the business began and items bought after the business began. The log can also be used for insurance purposes if any items are stolen or destroyed. The log's introduction details the step-by-step procedure for completing the inventory forms, and provides suggestions for determining the fair market value of items; delineates the rules for claiming business expenses on tax written by the supervisor of education at the center and other teachers, but most of the items are written by inmates and those who have been released recently. The essays focus on what female prisoners need to do to reclaim their lives outside the prison walls and how difficult that is to do, partially because the correctional system makes it harder than necessary for them to do so. Personal examples and anecdotes fill the articles and provide insight into the daily lives and aspirations of female inmates. Chapters are: (1) "Get a Life" (H. C. Davis); (2) "Fear" (Barbara Saunders); (3) "Anger" (Dorita Pemberton); (4) "Low Self-Esteem" (Keeva Clayton); and "The Powerless" (Leslie Smith). Following the chapters are two case studies: "Six Months in the Life of a Female Parolee" (Leah Mueller); and "Another Entry in the Journal of a Recovering Addict--May '96" (Michelle Pierre). (KC)

ED 435 793 CE 079 236

Correctional Education Cyclical Curriculum.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Course Content; Curriculum; Daily Living Skills; *Females; High School Equivalency Programs; *Literacy Education; Outcomes of Education; *Prisoners; Secondary Education; Units of Study

This publication is the curriculum guide for a 720-hour open-entry, open-exit program of education for female prisoners at the Eddie Warrior Correctional Center (EWCC) in Oklahoma, which has increased the average number of EWCC inmates awarded General Educational Development (GED) certificates from 32 to about 200. The guide begins with an explanation of how students are assigned either a Laubach tutor or a computer laboratory class, based on their tested reading ability. Next are descriptions of instruction provided at six tables to which students rotate to study vocabulary, language expression, reading comprehension, language mechanics, mathematics concepts, and mathematics computation. Computer reinforcement is described next. The guide concludes with lists of what students need to know to pass national tests. (KC)

ED 435 794 CE 079 255

Murnane, Richard J.; Willett, John B.; Tyler, John H.
Who Benefits from Obtaining a GED? Evidence from High School and Beyond. NBER Working Paper 7172.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Russell Sage Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.; Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aptitude; Adult Education; Aptitude Tests; Comparative Analysis; Dropouts; Education Work Relationship; Educational Benefits; Employment Patterns; Grade 10; *High School Equivalency Programs; High Schools; Longitudinal

manual); and evaluation (conducting an audit, pursuing certification/registration). Section 3 lists nine references; resources developed during the HE21 Project; pertinent Scottish college case studies; and addresses of five useful organizations. Appended are the following: background information about the Sustainable Development Education Panel; overview of the environmental responsibility (Toyne) report and review; and outline of the content of ISO 14001 and the EMAS. (MN)

ED 435 811 CE 079 343

An Inventory of Business-Linked Charter Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 168p.; For related documents on charter schools, see CE 079 344-345.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Charter Schools; Conventional Instruction; Curriculum Development; *Education Work Relationship; Educational Benefits; Educational Improvement; Educational Legislation; Educational Needs; Educational Objectives; Educational Practices; Evaluation Methods; Experiential Learning; Federal Legislation; Innovation; Labor Force Development; Labor Needs; Mentors; National Surveys; Nontraditional Education; *Partnerships in Education; Public Education; Role Models; *School Business Relationship; Secondary Education; Staff Development; Student Evaluation; *Vocational Education
IDENTIFIERS- *Contextual Learning; School to Work Opportunities Act 1994

An inventory of business-linked charter schools operating in the United States was developed. The data collection methods used to develop the inventory were as follows: soliciting nominations from key contacts in each state having charter school legislation; comparing the nominations with lists of charter schools from selected state education department Web sites; identifying additional schools through personal contacts at a 1997 national charter schools conference; and searching the school profile database. A total of 77 business-linked charter schools were identified, and profiling of each school was initiated. To date, 59 summary profiles have been developed. The inventory established the existence of four broad types of career orientation at various business-linked charter schools: career preparation; career focus; career informed; and noncareer partnership. Six recurring themes identified during the inventory were explored in depth: (1) stages of school development and their implications for cross-fertilization; (2) adapting to the environment; (3) career path identification and choice; (4) customized design options; (5) variability of organizational structures; and (6) impact of state legislation on business-linked charter schools. (The bibliography contains 22 references. Appendixes, constituting approximately 50% of the document, contain an overview of the research methods and the 59 summary profile sheets.) (MN)

ED 435 812 CE 079 344

Learning from Experience: Case Studies of Employer-Linked Charter Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98

ED 435 830 CE 079 414

Paden, William; Gilman, David
Computers vs. Typewriters: Which Produces the Better Typist?
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *Keyboarding (Data Entry); Office Occupations Education; *Outcomes of Education; *Teaching Methods; *Typewriting
IDENTIFIERS- Indiana

A study compared the typing speeds attained by students who learned to type on typewriters with the speeds attained by students who learned on computers in order to determine whether the medium of instruction has any effect on achievement. Data were gathered on the speeds of 585 students from west central Indiana high school business teachers. Of the students timed, 242 learned on typewriters and 343 learned on computers. The study showed that mean keyboarding speeds were higher for students who learned on computers as compared to those who learned on typewriters. Mean keyboarding speeds achieved by students using computers were 30 words per minute, whereas speeds for those using typewriters were 28.8 words per minute. (KC)

ED 435 831 CE 079 418

McKinnon, Cole; Friberg, Laura; McKillop, Linda; Walsh, Marsha
A Proposal for the Retention of Certified Nurses Aides: Salter Healthcare Services.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Change Strategies; Continuing Education; Employer Employee Relationship; Labor Market; Labor Needs; Labor Supply; *Labor Turnover; *Nurses Aides; *Nursing Education; *Nursing Homes; Quality of Working Life; Recruitment; *Staff Development

With an increasingly smaller base of potential employees in long-term care facilities, especially Certified Nursing Assistants (CNAs), and an increasingly larger population of elderly persons needing their services, Salter Healthcare Services in Massachusetts has developed plans for retaining CNAs. Although the Salter Corporation has been practicing many industry-recognized retention strategies since its inception in the 1950s, the company recently has formulated more specific plans aimed at CNA recruitment and retention and has started to implement them. Strategies planned include the following activities: (1) expanding the scope of the CNAs' involvement and practice; (2) improving the CNAs' orientation experience by soliciting feedback from new hires via questionnaire and developing a curriculum for the "buddy" program that pairs new with longer-term employees; and (3) providing education to CNAs for specialty areas of practice. In addition, the company strives to continue provide staff recognition, develop a career ladder, and provide increased educational opportunities for all staff. (The report contains 34 references and the proposed staff retention program.) (KC)

Leising, Frick); "Comparison of Elementary Teachers' Use of Agriculture in Their Teaching" (Wilhelm, Terry, Weeks); "Developing a Process for an Elementary and Middle School Agriculturally Based Curriculum" (Hikawa, Trexler); "Measuring the Ethical Cognition Effect of a Videotape Livestock Show Ethics Education Program" (Goodwin, Briers, Murphy); "Status of Community Service Learning in 4-H Programs" (Wyble, Kotrlik); "Teams in Agricultural Education" (Cummins, Townsend); "Using Multivariate Analysis Techniques to Identify Factors Influencing FFA (Future Farmers of America) Membership in High School Agricultural Education Programs" (Gliem, Gliem); "Economic Impact of Supervised Agricultural Experience Programs in Georgia" (West, Iverson); "Supervised Agricultural Experience" (Camp, Fallon, Clarke); "Changes in Missouri SAE (Supervised Agricultural Experience) Programs" (Graham, Birkenholz); "Integrating Science in Agricultural Education" (Balschweid, Thompson); "Developing a Web-Based System to Address Accountability and Reporting Needs for Cooperative Extension" (Radhakrishna, Pinion); "Confirming Perception" (Lippert, Radhakrishna, Plank); "Perceptions of the Louisiana Legislature toward the Louisiana Cooperative Extension Service" (Hodson, Kotrlik); "Assessing Farmers' Internships and Needs for Specialty Corn and Soybean Information in the Lower Illinois River Basin" (Swanson, Samy, Sofranko, Harper, Frerichs); "Perceptions of Stakeholders toward Linkages and Curriculum in Urban Agricultural Education Programs" (Trede, Russell); "Developing an Urban Agricultural Education Program" (Russell, Trede); Using the AgEd Network as an Instructional Tool to Integrate Technology in the Classroom" (Thompson; Nelson); "Higher-Order Thinking Skills versus Lower-Order Thinking Skills" (Edwards, Briers); "Career Choices and Factors Influencing Career Change among Agricultural Education Graduates" (Garton, Cartmell); and "Cognitive Abilities of Preservice Teachers" (Torres). Also included are critiques of each paper and 11 poster abstracts. (MN)

ED 435 849   CE 079 443

Jagger, N.; Aston, J.
Nurturing Conservators: The Early Career Paths of Conservation Graduates. IES Report 362.
SPONS. AGENCY- Museums and Galleries Commission, London (England).
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Case Studies; *Education Work Relationship; *Employment Patterns; *Entry Workers; Foreign Countries; Graduate Surveys; Higher Education; Internship Programs; *Museums; Professional Development; Questionnaires
IDENTIFIERS- *Conservators; *United Kingdom

Recent graduates of conservation courses throughout the United Kingdom were surveyed to determine the impact of existing training courses and internship courses on their early careers as conservators. (Conservators are archivists and curators who work primarily in museums.) Of the 404 individuals contacted, 137 (35.2%) returned usable responses. The respondents' average age was 32, and 78.4% of respondents were female. The respondents believed that both the general and technical skills provided by available courses match well with those deemed important in conservation employment. The main deficiencies in existing courses appeared to be related to private sector practice and self-employment. Because of the increasing trend

ED 435 868   CG 029 479

Back to School 1999--National Survey of American Attitudes on Substance Abuse V: Teens and Their Parents.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Attitudes; Drinking; Educational Environment; Family Structure; *High Risk Students; Interpersonal Communication; *National Surveys; *Parent Participation; Smoking; Student Attitudes; *Substance Abuse

This national survey examines the family characteristics and relationships that contribute to a teen's substance abuse risk. It provides insights that can help parents develop in their children the will and skills to resist the lure of cigarettes, alcohol, and drugs. One thousand boys and 1,000 girls age 12-17, and 1,000 parents (536 mothers and 464 fathers) were surveyed. The two most striking conclusions found were: many dads are AWOL in the battle against substance abuse and this greatly increases the risk that their children will smoke, drink, and use illegal drugs; and Parent Power (parental influence) has tremendous untapped potential to help children resist substance abuse. Drug use in schools was also examined. Some positive results were found. The percentages of teens citing drugs as their biggest problem, teens reporting that the drug situation in school is getting worse, and teens who have never had a serious conversation with their parents about the risk of using illegal drugs have decreased. The percentages of teens who do not expect to use drugs in the future and teens who attend a drug-free school have increased. A copy of the survey with data frequencies for each question is provided within the appendix entitled "The Survey Methodology." (MKA)

ED 435 869   CG 029 509

Hoover, M. Wayne; Lloyd, Paul; Johnson, Judith L.; McCuan, Richard A.
Evaluation of Outpatient Treatment Program on 20 Mental Health Dimensions.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anger; Coping; Depression (Psychology); Help Seeking; Interpersonal Competence; *Mental Health; *Mental Health Clinics; Perception; Program Evaluation; Psychosis; Social Support Groups
IDENTIFIERS- Outpatient Care; Stress (Biological)

As a component of a consulting engagement with a Midwestern comprehensive mental health center, an Outpatient Assessment Questionnaire (OAQ) was administered pre-post to 124 outpatient clients in a three month time series design. These comparisons yielded significant changes on thirteen of the twenty dimensions, including general affect, positive affect, negative affect, anger, depression, coping via escape methods, level of functioning, mental coping methods, mental health, psychosis, seek professional help, spouse perception, and stress perception. Results show the greatest amount of improvement on custody are also presented. Each of the seven chapters includes several tables and figures as well as a list of references. An index is also provided. (MKA)

ED 435 889 CG 029 584

Astramovich, Randall L.
Play Therapy Theories: A Comparison of Three Approaches.
PUB DATE- 99
NOTE- 11p.; Paper presented at the National Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Counseling Theories; *Counselor Client Relationship; *Counselor Role; Objectives; *Play Therapy

Client-centered, psychoanalytic, and release and structure play therapy approaches have diverse philosophical viewpoints about the therapist's role, goals of therapy, and use of structuring in play therapy. While each approach aims to help children cope with emotional difficulties, the methods employed and the play therapy process differ substantially across each of the theories. The client-centered method emphasizes the facilitative role of the therapist including the qualities of genuineness, unconditional positive regard, and empathic understanding. This approach's primary goal is self-directed growth and change in the child. In child-centered play theory, structuring is considered an important process early in play therapy. In psychoanalytic play therapy the therapist encourages the development of a transference relationship where the child projects early experiences, feelings, and thoughts onto the psychoanalyst. The main objective of this play therapy method is to promote communication of wishes and fantasies so that children develop a tolerance of their feelings and can function fully at their level of cognitive development. The emphasis of therapeutic structure in psychoanalytic play therapy is upon consistency in the play setting. In release/structured play therapy the therapist assumes an active role in planning the play therapy process. In release therapy the therapist provides security, support, and materials needed to recreate a traumatic event so that the child may assimilate the negative thoughts and feelings associated with a trauma. As its name implies, structured play therapy emphasizes the creation of a structured environment for working through the child's problems. (Contains 11 references.) (Author/MKA)

ED 435 890 CG 029 585

Hecox, Jennifer L.; Diamond, Kandi L.; Fisher, Lori J.; Lichtenberg, James W.
Graduate Training in Clinical and Counseling Psychology in the Era of Managed Care.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; *Counseling Psychology;

advocacy strategies. Successful advocacy, like successful counseling, requires rapport, unconditional positive regard, and equity, all of which are characteristic of the Latino cultural values and perspectives discussed in this paper. Three case studies of Latino individuals referred for counseling are presented and then analyzed and discussed from a Latino/Latina perspective. (Contains 8 references.) (MKA)

ED 435 910   CG 029 610

Kenney, Kelley
Multiracial Families.
PUB DATE- 99
NOTE- 17p.; Chapter 6 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; *Advocacy; Counselor Role; Foster Care; Racial Bias
IDENTIFIERS- *Mixed Race Persons

The multiracial population is one of the fastest growing segments of the U. S. population. In discussing the multiracial population it is first important to identify and define the groups that are under the heading of multiracial. The literature has included interracial couples, multiracial individuals, and families in which a cross-racial or transracial adoption or foster care arrangement has occurred. Definitions of these terms are provided. In working with the multiracial population, counselors are challenged to examine and address the deeply ingrained oppressive context by which society has viewed people of different ethnicities and cultures. Hence, advocacy with this population begins with honest exploration of the meaning society has attributed to the notion of race and the open examination of what the notion has come to mean to individual counselors. Professionals in the counseling, human services, and educational fields are called upon to be multiculturally competent. This competency requires professionals to function as advocates and social change agents as they carry out traditional roles and responsibilities of their jobs. Lists of periodicals dedicated to interracial issues, catalogs for multiracial materials, biracial identity materials, and relevant web sites are provided. (Contains 38 references.) (MKA)

ED 435 911   CG 029 611

D'Andrea, Michael; Daniels, Judy
Youth Advocacy.
PUB DATE- 99
NOTE- 9p.; Chapter 7 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Advocacy; Counseling Techniques; *Counselor Role; *Counselors; Intervention; *Youth

Because youths often lack the knowledge and skills to constructively address the problems and challenges they encounter in their lives, they often make choices that result in negative outcomes. The various individual, small group, organizational, and systematic youth advocacy services that are

(Spring 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Crime; *Drug Use; *Grade 10; *Grade 12; *Grade 8; Secondary Education; Young Adults
IDENTIFIERS- Monitoring the Future

The data for this report were obtained from the Monitoring the Future study. Surveys from eighth, tenth, and twelfth grade respondents were used to examine adolescents' reasons for use, abstention, and quitting illicit drug use. Many reasons were found for drug use. Abstainers provided more reasons for their abstention than quitters gave for their quitting. The stages of drug involvement are explained and the connections between drug use and crime are discussed. A theory of drug epidemics is introduced. This theory proposes the following phases: the growth phase (awareness, access, motivation to use, reassurance about the safety of the drug, willingness to violate laws and predominant social norms); the maintenance phase; the growth phase; and the relapse phase. This report concludes by offering that society's ability to control the relapse and to reduce the standing addict population will depend greatly on our understanding of the dynamic nature of the process, of the limitations of traditional supply reduction strategies, and on the importance of demand and demand reduction to the dynamics of such epidemics. Beliefs, attitudes, and norms regarding drugs are critical deterrents to use in the general population. For addicts, more substantial changes are clearly needed to change behavior, primarily in the form of effective treatment and rehabilitation. (Contains 2 tables, 8 figures, and 12 references.) (MKA)

ED 435 931 CG 029 632

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.; Schulenberg, John E.
Cigarette Brand Preferences among Adolescents. Monitoring the Future Occasional Paper No. 45.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age; Demography; *Grade 10; *Grade 12; *Grade 8; Parents; Racial Differences; Secondary Education; Sex Differences; *Smoking; Tables (Data)
IDENTIFIERS- Ethnic Differences; Monitoring the Future

This report discusses findings from the Monitoring the Future study in relation to adolescent cigarette preferences. Results show that in 1998, 19.1% of the eighth graders, 27.6% of the tenth graders, and 35.1% of the twelfth graders reported smoking within 30 days prior to the survey. By the time they finish high school, 65.2% of American young people say they usually smoke Marlboro. Newport and Camel accounted for most of the remainder. Those who have an established smoking habit are more likely to have a brand that they usually smoke. The proportion of adolescents who purchase their own cigarettes rises with age. There is no indication that the grade level at which a current smoker first began smoking cigarettes affects his or her current brand preferences. Marlboro appears to be at least as popular among girls as among boys. Marlboro is the brand of preference for Whites (61% - 70%) and Hispanics (57% - 65%) while Newport is the brand of preference for African-Americans (71% - 82%). Marlboro is the leading brand in all additions in this edition were developed in response to participating children's own suggestions and needs. Games and activities were added that helped the children to better identify and express their concerns. The six-step program is designed for children between the ages of 6 and 15, and contains sections devoted to death and grief, feelings and self-esteem, expression of grief, memories, funerals, and healing and coping skills. (Contains 34 references.) (GCP)

ED 435 953 CG 029 659

Klicker, Ralph L.
A Student Dies, a School Mourns: Dealing with Death and Loss in the School Community.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; *Crisis Intervention; *Death; Educational Environment; Elementary Secondary Education; *Grief; Homicide; Librarians; Principals; School Counselors; School Nurses; School Psychologists; Social Workers; Suicide; Teachers; Violence

This book is designed to be a systematic guide that incorporates a thorough analysis of grief in a school. It details normal and abnormal grief reactions, factors affecting these grief responses, and the differences in death beliefs and responses of students at different ages and developmental stages. It can also act as a map or a step-by-step guide for establishing a death-related response plan. This book is divided into 13 chapters. Chapter 13 is "Coping and Healing: The Aftermath of Violence and Murder" by Patricia L. Evans. Other chapters discuss: normal grief, factors affecting grief, children's reactions to grief, response planning procedures, staff responsibilities, helping grieving students, teaching students how to behave in grief-related situations, how school personnel can help themselves through grief, the funeral and school remembrance activities, writing a condolence letter, and suicide. An appendix lists 10 organizations that would be useful to schools dealing with a grief crisis. Also provides an author index and a subject index. (Contains 111 references.) (MKA)

ED 435 954 CG 029 660

Lin, Yi-Guang; McKeachie, Wilbert J.
College Student Intrinsic and/or Extrinsic Motivation and Learning.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annul Conference of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Educational Objectives; Higher Education; Incentives; Learning; *Learning Motivation; Learning Theories; *Performance Based Assessment; Psychology; *Self Motivation

emphasis on fluency practice, thus creating a pattern of poor fluency contributing to students' poor self-identification as readers. A review of solution strategies suggested in literature on the topic combined with an analysis of students' needs resulted in the selection of four intervention strategies: fluency modeling, paired reading, repeated reading, and dramatization. These four strategies provided a very balanced approach to address the issue of fluency. The intervention strategies contributed to substantial gains in students' reading fluency. The students' attitude toward reading improved and they became much more enthusiastic about reading aloud. (Contains 25 references, and 6 tables and 3 figures of data. Appendixes contain a teacher's pretest/posttest recording sheet, a student pretest/posttest graph, and the student reading attitude survey.) (Author/RS)

ED 435 974   CS 013 751

Kahre, Suzanne; McWethy, Christine; Robertson, Jamie; Waters, Sharon
Improving Reading Comprehension through the Use of Reciprocal Teaching.
PUB DATE- 99
NOTE- 59p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; Elementary School Students; *Instructional Effectiveness; *Listening Comprehension; Middle School Students; Middle Schools; *Reading Comprehension; Reading Strategies; *Reciprocal Teaching; Word Problems (Mathematics)

This report describes a program for teaching students to use specific strategies to construct meaning from text. The targeted population consisted of elementary and middle school students in a growing urban community in northern Illinois. The lack of reading strategies was documented by data describing the reading behaviors and achievement of the population. Analysis of probable cause data revealed that students lacked specific strategies for comprehension of written text. Faculty reported student weakness in reading or listening comprehension in subject areas across the curriculum. Reviews of curricula content and instructional strategies revealed a lack of student instruction in strategies for self-monitoring of reading comprehension. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in the selection of one major intervention: reciprocal teaching strategies to improve reading comprehension developed by Annemarie Palincsar and Ann Brown. Post intervention data indicated an increase in listening comprehension at the kindergarten level, and an increase in reading comprehension levels for targeted fourth and fifth grade students. Limited improvement in reading comprehension of math word problems was evident at the seventh grade level. (Contains 28 references, and 3 tables and 11 figures of data. Appendixes contain assessment instruments, reading logs, journal prompts, and pre- and posttest instruments.) (Author/RS)

ED 435 975   CS 013 752

Blaisdell, Pat; De Young, Jennifer; Hutchinson, Sandy; Pedersen, Susan
Encouraging Recreational Reading in the Elementary Grades.

ED 435 995   CS 216 931

Barbour, Alton
Where Do American Family Names Come From?
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of Teachers of English (Denver, CO, November 18-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnic Origins; Etymology; *Family (Sociological Unit); *Genealogy; Higher Education; *Information Sources; Secondary Education; *Semantics
IDENTIFIERS- *Ethnographic Semantics; Ethnohistory; *Name Derivation

This document presents a brief overview of the history and origins of mainly European family names from the 1100s forward, and is envisioned as a one class-period session for secondary or college English teachers and those interested in semantics. Sections included are history of naming, reasons for naming, guidelines for name origins, and special cases. Contains 4 references, a worksheet for matching names and origins, and a key to the worksheet. (EF)

ED 435 996   CS 216 932

Grades K-2 Literacy Assessment. Forms and Procedures Manual.
PUB DATE- 99
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Formative Evaluation; Language Arts; *Language Skills; *Literacy; Primary Education; *Public Schools; *State Standards; *Student Evaluation; Summative Evaluation
IDENTIFIERS- *North Carolina

This manual is about the assessment, evaluation, and documentation of literacy development and growth in a student's early years of public schooling in North Carolina and is aligned with and complements the state's revised English Language Arts Standard Course of Study and Grade Level Competencies. The manual offers a perspective for change and challenge as educators at all levels of involvement continually address the goals of producing a literate, productive citizenry. The manual is divided into the following parts: Part A: Formative and Summative Assessment (Introduction and Notes to the User; State Board of Education Policy; Reading Continuum Summative Profile); Part B: Screening for Stages of Reading (Introduction; Running Record; Oral Reading Strategies Analysis); Part C: Language, Comprehension, and Response to Text Including Spelling and Writing (Language, Comprehension, and Response to Text; Spelling and Writing Summative Profile); and Part D: Targeted Assessment of Reading Competencies (Book and Print Awareness; Phonemic Awareness; Decoding and Word Recognition; Reading Skills Assessed in Connected Texts). (NKA)

DESCRIPTORS- Compliance (Legal); *Educational Legislation; Elementary Secondary Education; Legal Problems; *Legal Responsibility; *School Law; School Policy; *State of the Art Reviews; Yearbooks

This yearbook describes current issues affecting education law. Its 12 chapters, each written by a specialist, cover a large variety of educational legislation. Chapter 1 focuses on employees, discrimination, constitutional rights, due process, dismissal, demotion, discipline, reduction-in-force and involuntary leaves of absence, contract disputes, tenure, and certification. The second chapter examines school governance and highlights issues in state funding; special schools and school districts, such as charter schools; powers of school-district boards; financial affairs; employment affairs; contracts; facilities; transportation; tort liability; and claims and suits against the school district. The next chapter discusses pupils and those laws relating to public school attendance, private and parochial students, sanctions for student misconduct, and desegregation. Chapter 4 looks at bargaining, constitutional issues, statutory issues, recognition and representational issues, scope of bargaining, grievability and arbitratility, and judicial review of arbitration awards. The fifth chapter concentrates on students with disabilities, entitlement to services, dispute resolution, and placement, whereas chapter 6 explains torts and related issues. Legal issues in sports and higher education, as affected by federal and state legislation, are detailed in the next four chapters. The last two chapters examine education-related concerns and international law. An appendix features a table of cases and other information. (Contains an index.) (RJM)

ED 436 020 EA 030 100

Loveless, Tom
The Tracking Wars: State Reform Meets School Policy.
PUB DATE- 99
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Educational Change; Elementary Secondary Education; Governance; *School Policy; *Student Placement; Student Welfare; Tables (Data); *Track System (Education)
IDENTIFIERS- California; Massachusetts

This book examines the reactions of schools in Massachusetts and California to policies that sought to persuade schools to abandon or reduce tracking--the practice of grouping students into classes by ability and organizing curriculum by level of difficulty. The text is divided into 8 chapters: (1) "Implementing Tracking Reform," which sets forth the book's purpose and introduces the remaining chapters; (2) "The Origins of Tracking Reform," analyzes agenda setting and antitracking politics; (3) "The Schools Respond," discusses why some schools track and others detrack; (4) "Influences on Tracking Policy," compares tracked and untracked schools and discusses the influences on tracking policy, institutional characteristics of schools, the technical challenge of heterogeneity, and the organizational characteristics of schools; (5) "Governing Reform," describes educational governance in California and Massachusetts, the states' role in tracking policy, and the source of tracking policy; (6) "Tracking and Subject Area," details subject area subsystems, tracking in English and math, (NFB Diabetes Action Network); "Talking Blood Glucose Monitoring Systems" (Ed Bryant); "Non-Invasive Glucose Monitors" (NFB Diabetes Action Network); "Diabetes and the Feet" (NFB Diabetes Action Network); and "Medicare Pays for Diabetic Footwear" (NFB Diabetes Action Network). Part 3 discusses current medical issues and includes: "Kidney Failure, Dialysis, and Transplantation" (Ed Bryant); "Pancreas Transplantation: Should Blind Diabetics Be Excluded?" (Francisco S. Escobar); "Arthritis and Diabetes: A Common Association" (Thomas Pressly); "Diabetes and Yeast Infections" (Diana W. Guthrie); "Hypoglycemia and How To Deal with It" (Ed Bryant); "Diabetic Peripheral Neuropathy" (NFB Diabetes Action Network); "Diabetes and Men's Sexual Health" (Ed Bryant); "Diabetic Ketoacidosis" (NFB Diabetes Action Network); and "Necrobiosis Lipoidica Diabeticorum" (NFB Diabetes Action Network). Part 4 focuses on employment issues and includes a series of articles by the NFB Diabetes Action Network, including: "Diabetes and the IWRP;" "Blind Diabetics at Work;" "The Use of Braille by Blind Diabetics;" "Health Insurance;" and "Scleral Shells". Part 5 addresses emotional aspects of diabetes and includes: "The Emotional Side" (NFB Diabetes Action Network); "How I Went Blind...and Then What" (Ed Bryant); and "My Transformation" (Betty Walker). An appended list relates informational resources and product resources. Material is presented in Spanish. (CR)

ED 436 040 EC 307 503

Whitworth, Jerry
Seven Steps to Successful Inclusion.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Planning; Elementary Secondary Education; *Inclusive Schools; Instructional Leadership; *Principals; Program Design; *Program Implementation; School Administration; *Teacher Collaboration; Training Methods

This report highlights the experiences of the Lighthouse Project, which successfully included students with disabilities in elementary, middle, and high school general education classes in a school district in southwest Tennessee. Drawing on findings from the Lighthouse Project, the report describes the following seven steps that must be present if a school is to move from exclusive to inclusive practices: (1) someone at the building level must assume a leadership role and that person should be the building's principal; (2) the school must develop a common vision and all members of the school community must understand why inclusion is being implemented; (3) adequate time must be given to the process of planning inclusion and this planning must continue during the implementation phase; (4) there must be a collaborative sprit and atmosphere within the school; (5) provisions must be made for formal as well as informal communication, and personnel in the school must work at the communication process; (6) teachers, administrators, and support staff must be flexible and capable of adapting and changing to meet the needs of children; and (7) training must be providing to faculty and staff on inclusive practices. (Contains 22 references.) (CR)

Who Are Deaf-Blind" (V. Mark Durand); and (10) "Graduate Programs that Offer Opportunities in Deaf-Blind Education" (Peggy Malloy). (Each issue contains annotated resources.) (CR)

ED 436 060 EC 307 524

Deaf-Blind Perspectives, 1997-1998.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Behavior Modification; *Behavior Problems; *Deaf Blind; *Early Identification; Early Intervention; Educational Change; *Educational History; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Foreign Countries; Infants; Interdisciplinary Approach; Physical Fitness; Preschool Education; *Problem Solving; Rubella; Student Evaluation; Teaching Methods; Theory Practice Relationship; Toddlers; Transitional Programs
IDENTIFIERS- Functional Assessment; Individuals with Disabilities Education Act; Netherlands; Usher Syndrome

This collection of three issues focuses on problem solving skills for children with deaf-blindness, the history and change in the education of children who are deaf-blind since the rubella epidemic of the 1960's, and early identification of infants who are deaf-blind. Specific articles include: (1) "Research to Practice Focus on: Hands-on Problem-Solving Skills for Children with Deaf-Blindness" (Charity Rowland and others); (2) "Transdisciplinary Activity-Based Assessments for Students Who Are Deaf-Blind" (Sandi Baker and Jennifer Grisham-Brown); (3) "Communication and Culture: How They Relate to Service Development and Advocacy for People Who Are Deaf-Blind: A Report on a Presentation by Dr. Harlan Lane at the Hilton/Perkins National Conference on Deafblindness" (Peggy Malloy); (4) "National Transition Study of Youth Who Are Deaf-Blind: A Family Perspective" (Jerry G. Petroff); (5) "The New IDEA: Updates and Resources" (Gail Leslie); (6) "Katlyn's Hope: A Not-for-Profit Corporation Established To Assist in the Education of Deaf-Blind Children" (Shari Willis); (7) "History and Change in the Education of Children Who Are Deaf-Blind since the Rubella Epidemic of the 1960s: Influence of Methods Developed in the Netherlands" (J. van Dijk and Catherine Nelson); (8) "Ways To Incorporate Physical Fitness into the Lives of Individuals Who Are Deaf-Blind" (Lauren J. Lieberman and Jessica Taule); (9) "Benjamin's Bar Mitzvah" (Nancy Sall and others); (10) "Early Identification of Infants Who Are Deaf-Blind: A Systematic Approach for Early Interventionists" (Deborah Chen); (11) "Research to Practice Focus: FM Systems for Children Who Are Deaf-Blind" (Barbara Franklin); (12) "The Universality of the Usher Experience" (Ilene Miner); (13) "My Continuing Journey with Usher Syndrome" (Winnie Tunison); and (14) "Notes from AADB: Sharing My Perspectives" (Harry C. Anderson). (Some articles contain references.) (CR)

ED 436 061 EC 307 525

Adapted Physical Education, Occupational Therapy, and Physical

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; High Schools; Public Schools; *School Construction
IDENTIFIERS- *Fairfax County Schools VA

A presentation paper examines the planning, coordination, design, and phasing of construction required for a new 340,000 sq.ft. high school (Chantilly High School, Fairfax, Virginia) plus adding 46,000 sq. ft. to the facility while keeping the educational program for 2,100 students active. The project's scope is outlined, followed by the design coordination and approval process, construction phasing and scheduling, contract award, and the construction process. Attachments provide the existing and new building floor plans and detail each of the paper's main discussions. (GR)

ED 436 081 EF 005 737

Fixing Our Schools Now! Qualified Zone Academy Bonds: A New Approach to Financing School Renovation and Repair.
PUB DATE- 00
NOTE- 75p.; "Special thanks to Aarti Kumar for making this project possible."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Eligibility; *Federal Aid; *Federal Programs; Government School Relationship; Public Schools; *School District Spending; School Maintenance

This booklet examines the Qualified Zone Academy Bonds (QZABs) system for helping school districts carry out needed school renovations and repairs, discusses why QZABs are good ideas for school districts, highlights eligibility criteria, and provides basic funding information along with state allocations for 1998 through 2000. A school deputy superintendent and a financier provide their perspectives on using QZABs, followed by profiles of QZAB programs to illustrate how schools around the country are utilizing QZAB funds. Final sections list state contacts where information related to QZAB issues can be found; a list of cities, counties, or other areas that contain Empowerment Zones or Enterprise Communities; and responses to frequently asked questions. (GR)

ED 436 082 EF 005 738

Schools as Centers of Community: A Citizens' Guide for Planning and Design.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Facility Guidelines; *Master Plans; Public Schools; *School Community

Hamburg Agreement"; "Exchanges and Encounters"; "Foreign Languages and 'Bildung'"; "Guidelines: The Official and Secret Curriculum"; "New Approaches to Foreign Language Teaching"; "The Expectations of the Customers"; "Foreign Language Teaching in Vocational Schools"; "Bilingual Curricula and Bilingual Lessons"; "An Early Start"; "Teacher Training"; "Further Training for Teachers"; "Multilingualism and the Position of English"; "EU Programmes: Their Impact on Foreign Language Teaching"; "Correction and Assessment: Grades, Examinations, and Control of Standards"; and "In Conclusion." (SM)

ED 436 099 FL 026 083

O'Brien, Teresa, Ed.
Language and Literacies. Selected Papers from the Annual Meeting of the British Association for Applied Linguistics (University of Manchester, England, United Kingdom, September 1998). British Studies in Applied Linguistics 14.
PUB DATE- 99
NOTE- 169p.; Published by Multilingual Matters Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Elementary Secondary Education; English (Second Language); Family Influence; Females; Foreign Countries; Language Teachers; *Literacy Education; *Reading Skills; Rural Areas; *Second Language Learning; Social Class; *Writing Skills
IDENTIFIERS- Chile; Contrastive Rhetoric; Critical Literacy; Finland; Food Labels; Germany; Oracy; Orthography; Pakistan; United Kingdom

This monograph offers papers presented at the 1998 annual meeting of the British Association for Applied Linguistics. After an introduction entitled "The Pluralisation of Literacy" (Teresa O'Brien), the papers are: (1) "National Literacy Strategies: A Debate" (Jill Bourne, Gunther Kress, Brian Street, and Alison Sealey); (2) "Literacy and Oracy Assessment in an Early Years Intervention Project" (Sheena Gardner and Pauline Rea-Dickins); (3) "The Role of Social Class and Home Literacy Practices in Literacy Proficiency in a Group of Chilean Adolescents" (John Gibbons, Elizabeth Lascar, and Maria Isabel Mizon Morales); (4) "'How Many Bumps Does a Dromedary Have?': Literacies in the EFL Classroom" (Paula Kalaja and Ann Pitkanen-Huhta); (5) "Critical Literacy as Classroom Interaction" (Catherine Wallace); (6) "Authoring in Student Academic Writing: Regulation and Desire" (Theresa Lissis); (7) "Contrastive Rhetoric: New Research Avenues" (Ulla Connor); (8) "The 1998 Reform of German Orthography" (Sally Johnson); (9) "Women's Literacy in a Rural Pakistani Community" (Shirini Zubair); (10) "Issues for a Working Agenda in Literacy" (Gunther Kress); and (11) "Label Literacy: Factors Affecting the Understanding and Assessment of Baby Food Labels" (Guy Cook and Kieran O'Halloran). (Papers contain references.) (SM)

ED 436 100 FL 026 084

Halpern, N.; Patkowski, M.; Brooks, E.
Mathematics and the ESL Student.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

This paper presents copyright concerns which affect resources and services in higher education. Topics include: (1) a brief overview of the history of copyright; (2) a discussion of copyright components, including fair use guidelines; (3) copyright in libraries, specifically as it relates to reserves and interlibrary loan; (4) copyright in digital environments, including nonprint works, the Internet, and distance learning; (5) formalities and definitions, including copyright notice/registration, duration of copyright, copyright ownership, and requesting permission from the copyright owner; and (6) liability. Contains a 38-item bibliography of print and electronic sources. (MES)

ED 436 121   IR 019 744

Kerr, Brenda
Effective Use of Audio Media in Multimedia Presentations.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acoustics; *Audiovisual Aids; Computer Software; Computer Software Development; Courseware; Higher Education; *Instructional Design; Instructional Effectiveness; Learning Modalities; *Multimedia Instruction; *Multimedia Materials; Role; Sound Effects; Teaching Methods
IDENTIFIERS- *Sound Preferences

This paper emphasizes research-based reasons for adding audio to multimedia presentations. The first section summarizes suggestions from a review of research on the effectiveness of audio media when accompanied by other forms of media; types of research studies (e.g., evaluation, intra-medium, and aptitude treatment interaction studies) are also described. Recommended teaching techniques for three learning modalities (kinesthetic, auditory, and visual) are outlined in the second section. The next section provides examples of the use of audio in multimedia presentations, focusing on the functions of three elements of sound: speech, including narration, dialogue, and direct address; sound effects, including contextual and narrative functions; and music. Literal and non-literal sounds are discussed in the fourth section, followed by a section that addresses the functions of sound in radio and television (to provide information, establish outer orientation, and establish inner orientation). The sixth section covers four roles that audio media play in multimedia production: picture defines sound; sound defines picture; sound parallels picture; and sound counterpoints picture. Aesthetic factors of sound--figure ground, sound perspective, and sound continuity--are described in the next section. Two concluding sections list software for recording audio and automating online multimedia presentations and provide links to resources on audio file types and platform compatibility. (MES)

ED 436 122   IR 019 745

Sanborn, John; Borasky, Stacey; Frost, Charles
Satellite Outreach Program to Rural K-12 Schools.
PUB DATE- 99
NOTE- 6p.; In: Proceedings of the Mid-South Instructional

There are several approaches a World Wide Web site designer considers in developing a menu structure. One consideration is the content of the menus (what choices are available to the user). Another consideration is the physical layout of the menu structure. The physical layout of a menu may be described as being one of at least three different types. The traditional hierarchical disappearing menu structure is used most often. Persistent menus, or menus which remain on the screen, often accomplished by the use of HTML tables or frames, is a second approach. A third approach is the use of graphic or textual maps that show the path taken to a particular document. The purpose of this study was to determine whether visitors who are just browsing can do so more effectively under one of the three menu schemas described above. The comparative inquiry of the three treatments used volunteer graduate and undergraduate subjects (n=44) from Indiana University Bloomington. There were no statistically significant differences among the three groups with respect to subjects' conceptual understanding of the structure of the Web site. (Contains 27 references.) (MES)

ED 436 141   IR 019 766

Frick, Theodore; Kisling, Eric; Cai, Weijia; Yu, Byeong Min; Giles, Frank; Brown, J. P.
Impact of Navigational Models on Task Completion in Web-Based Information Systems.
PUB DATE- 99
NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Comparative Analysis; *Design Preferences; Higher Education; *Information Seeking; Information Systems; *Menu Driven Software; Models; *Navigation (Information Systems); Performance Factors; Tables (Data); User Satisfaction (Information); Vertical Organization; *World Wide Web
IDENTIFIERS- Indiana University; *Usability; Web Browsers; Web Sites

This study investigated performance differences between three different World Wide Web-based navigation models: linear, persistent, and semi-persistent menu structures. Subjects, 44 graduate and undergraduate students at Indiana University and public school teachers, were placed into one of the three navigation conditions and completed information-finding tasks. No significant differences were found among the models with respect to success in completing tasks or overall completion time. Use of other navigation aids built into the browser, such as the "home" and "back" buttons, was also measured, as well as user satisfaction and perceived usability. No differences among models were found here either. Results of this study tentatively indicate that the three navigation models, as tested, performed equally well and further that designers should give fair consideration to each of the models pending the purpose and audience of the site being designed. Further research is needed, since several potentially confounding factors were identified. (Author/MES)

ED 436 142   IR 019 767

(Author/MES)

ED 436 160 IR 019 785

Jones, Marshall G.
What Can We Learn from Computer Games: Strategies for Learner Involvement.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Children; *Computer Games; Computer Software Development; *Design Preferences; *Instructional Design; Interaction; Visual Stimuli
IDENTIFIERS- Engaged Style; *Learning Environments; *Task Engagement

This paper reports the findings of an ongoing study of engagement in computer-based learning environments. The purpose of the study was to look at what engages people in computer games and to see how those patterns of engagement might be used within computer-based learning environments. The age of participants ranged from four to adulthood. Participants, engaged in both open systems and closed systems, were studied to ferret out strategies of learner engagement. Results are discussed in the following areas: problem definition; visual quality, including passive and active aesthetics; types of interactions; and point of view. Findings indicate that problem identification, physical representation, and interaction styles can be manipulated to help foster engagement of learners in computer-based learning environments. (MES)

ED 436 161 IR 019 786

Volk, Christian; Ritchie, Donn
Comparison of Generative Learning Strategies.
PUB DATE- 99
NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Concept Mapping; *Cooperative Learning; Grade 6; Group Instruction; *Individual Instruction; *Instructional Effectiveness; Interaction; Intermediate Grades; Intermode Differences; *Learning Strategies; Manipulative Materials; *Object Manipulation; Pretests Posttests; Retention (Psychology); Science Instruction; Sequential Learning; Tables (Data)
IDENTIFIERS- *Generative Processes

The purpose of this study was to assess the effectiveness of two generative learning strategies, concept maps and manipulation of objects, and to determine if either works better with individual learners or in cooperative learning groups. A total of 80 sixth-grade students in science education were randomly assigned to group or individual conditions and to one of the using learner participant surveys, observation field notes, interviews, computer transcripts, and course artifacts. Data analysis focused on participant use of TWISTER, characteristics of the participants and learning environment that influenced participation, and communication and interaction in the different components of the learning environment. Findings indicated that participants recognized limitations in interactivity frequency and levels in the compressed-video environment. Planned activities successful in this environment included using a wide range of activities and providing several means of access for communication. Although open and collaborative activities encouraged rapport building and enhanced interaction, participants still identified challenges. Use of TWISTER to facilitate student-centered activities also presented challenges. The tool did not support the activities as intended, and there was low overall usage. For participants, the added value of the groupware features did not outweigh the convenience of e-mail. Existing habits and limitations in functionality and interface were likely contributors to this low use. Results suggested that distance learning environments need to be improved through devising learner-centered activities and increasing interaction. Recommendations for practice are included. (Contains 56 references.) (MES)

ED 436 180 IR 019 805

Shellnut, Bonnie J.
The Influence of Designer and Contextual Variables on the Incorporation of Motivational Components to Instructional Design and the Perceived Success of a Project.
PUB DATE- 99
NOTE- 11p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Background; *Context Effect; *Designers; *Individual Characteristics; *Instructional Design; Instructional Effectiveness; Instructional Materials; Instructional Systems; Mail Surveys; Models; *Motivation Techniques; Participant Characteristics; Predictor Variables; Student Motivation; Success
IDENTIFIERS- ARCS Model; *Motivational Design

This study investigated designer background characteristics and contextual variables that were hypothesized to influence the incorporation of motivational components in the design of instructional materials, as well as the factors that may affect the perceived level of a project's success. A hypothesized model was developed that depicted anticipated relationships (based on the literature) among the variable sets. Of the 500 questionnaires mailed to instructional design practitioners, 201 valid responses were returned. Stepwise multiple linear regression analyses and path analysis techniques were used to examine the following variables and test the hypothesized model: designer background; designer attitude toward motivation; instructional context; use of core ISD (Instructional Systems Design) elements; incorporation of motivation design components (analysis, attention, relevance, confidence, and satisfaction); and perceived level of the project's success. A revised model was developed from the results. The study found that certain background and contextual

ED 436 199 JC 000 014

Salomon, Kenneth D.
Copyright Considerations in Distance Education and Technology-Mediated Instruction.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Uses in Education; *Copyrights; *Distance Education; *Downloading; Educational Technology; Educational Trends; Electronic Text; Fair Use (Copyrights); *Federal Regulation; Government Role; Higher Education; *Instructional Materials; Legal Responsibility

The accelerating development of distance education and the use of technology-mediated instructional materials over interactive computer networks has given rise to heightened interest and thought by faculty and administration alike about related copyright issues. The evolution of distance education from early morning television broadcasts to today's use of the Internet and digital technologies has given rise to heightened content-owner concern about the very real threats of piracy and unauthorized use of copyrighted works in education. This paper examines these issues. It provides an overview of copyright law, including a discussion of the exclusive rights enjoyed by copyright owners and the limitations on those rights by certain exceptions and defenses. The paper describes current efforts in Washington that may result in a specific exception designed to promote distance education through digital technologies. This paper also discusses trends in electronic course ownership policies. And it examines the liability of a higher education institution for the infringing actions of its students, faculty, and staff. This paper is designed to provide readers with an overview of essential copyright and intellectual property law as it relates to education in general and to telecommunicated instruction in particular. It is not intended to provide definitive guidance. (VWC)

ED 436 200 JC 000 015

Approval of the Lemoore Center of the West Hills Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors to Recognize the Center as the Official Community College Center for the Lemoore/Hanford Area of Kings County.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Development; Educational Facilities; *Educational Facilities Planning; Educational Needs; Educational Planning; *Educational Policy; Program Proposals; *Resource Allocation; *School District Reorganization; State Colleges; State Regulation; Statewide Planning; Strategic Planning; Two Year Colleges
IDENTIFIERS- *West Hills Community College District CA

The Lemoore Center of the West Hills Community College District serves the Lemoore/Hanford area of Kings and Fresno Counties--an area lying within both the West Hills and the College of the

Southeastern Association for Community College Research (28th, Norfolk VA, August 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Community Colleges; Computer Uses in Education; *Distance Education; Educational Change; Educational Development; *Educational Planning; *Educational Quality; Educational Technology; Futures (of Society); *Institutional Mission; Institutional Role; Two Year Colleges

With the advent of Internet instruction, distance learning has taken on enhanced status in higher education. This paper describes how Internet instruction differs from traditional instruction, what changes must be made if an institution chooses to move into Internet instruction, and some ramifications of those choices. As a general rule, Internet instruction has nearly all the problems of traditional instruction, plus the difficulties intrinsic in doing something different within an organization that has stayed the same, as most colleges have. If colleges are to get serious about the Internet, they must commit funds, people, and time, and must change the nature of the organization. If not, they must recognize that they are not serious players. Instructors must be prepared for hard work. Times are changing, and so must the institutional mission if community colleges are to survive. Colleges should use Internet instruction as means of increasing student success as well as improving access and quality. However, they can no longer continue to focus on marketing themselves as the inexpensive alternative--they must sell quality, and do the things that produce quality. Contains 18 references. (VWC)

ED 436 220 JC 990 689

Proposed Construction of the Palmdale Center of the Antelope Valley Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Campus Planning; *Community Colleges; Construction (Process); Educational Development; *Educational Finance; Educational Needs; Educational Planning; Politics of Education; *Program Budgeting; Resource Allocation; School Districts; School Funds; School Location; Site Analysis; State Aid; Two Year Colleges
IDENTIFIERS- *Antelope Valley Community College District CA

This report responds to a request by the Chancellor of the California Community Colleges to analyze the need for and location of a new educational center in the Palmdale area of the Antelope Valley Community College District north of Los Angeles. The failure of Proposition 1C has cast the timing of this and many other college and university capital outlay projects into some doubt until a new funding mechanism can be found. Nonetheless, for reasons discussed in part two of this report, the California Postsecondary Education Commission believes it should take action on the proposal now and that the

Clevenger, Sydney Stephenson, Ed.
CDF Reports, 1997.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 97
NOTE- 240p.; For the 1996 issues of this monthly newsletter, see ED 432 357.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; Budgeting; Change Agents; *Change Strategies; *Child Advocacy; Child Health; Child Welfare; *Children; Community Programs; *Federal Legislation; Health Insurance; Periodicals; Poverty; *Public Policy; State Legislation; *Youth Problems
IDENTIFIERS- Black Community Crusade for Children; Child Watch; Childrens Defense Fund; Social Movements; Welfare Reform

These 13 issues of the Children's Defense Fund Report from 1997 discuss concerns related to child advocacy and provide information on problems in children's lives in the United States. Regular features include the editorial column "A Voice for Children," a status report on federal legislation related to children, descriptions of Children's Defense Fund activities, news from the Black Community Crusade for Children, media tips, field strategies, and summaries of relevant research and reports. Topics covered in major articles include the following: (1) December 1996--the nation's juvenile violence is decreasing, fewer guns and more community involvement are helping to keep children safe; (2) January--child health insurance coverage, political leadership accountability, public opinion about issues such as violence prevention, and key facts related to child well-being; (3) February--1996 congressional voting record; (4) March--the Stand for Children initiative and proposed federal legislation regarding child health insurance; (5) April--1998 federal budget proposal and the Stand for Children initiative; (6) May--the Hatch-Kennedy CHILD Act, employer-based health insurance, and tobacco/alcohol/drug use prevention; (7) June--the campaign for the Hatch-Kennedy CHILD bill, and planning a children's Sabbath celebration; (8) July--the Stand for Children initiative; (9) August--child gun deaths and community child protection initiatives; (10) September--gains for children in the 1997 Balanced Budget Act, child health insurance coverage, and young families; (11) October--decreases in U.S. teen birth rate, and the welfare to work initiative; (12) November--the State Child Health Insurance Program, alarming child poverty rates, and after-school time; and (13) December--important gains in child health, falling juvenile crime, and the State Child Health Insurance Program. (KB)

ED 436 238 PS 027 907

Byrand, Sherri
CDF Reports, 1998.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 98
NOTE- 189p.; For the 1997 issues of this monthly newsletter, see PS 027 905.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; After School Programs; Agency Cooperation; Budgeting; Change Agents; *Change Strategies; *Child Advocacy; Child Health; Child Welfare; *Children;

or within mathematical ideas, and the role of social interaction in learning mathematics. The chapter then interprets research on children's mathematical thinking, including the development of number sense, the concept of quantity, part-whole constructions, counting and numeration, place-value instruction, problem-solving abilities, representation, geometric concepts, and spatial sense. Finally, the chapter reviews instructional issues that must be addressed when creating learning environments, drawing from current research that considers classroom discourse, teacher questioning, and instructional decision making. (Contains approximately 90 references.) (KB)

ED 436 256   PS 028 092

Landry, Christopher E.; Forman, George E.
Research on Early Science Education.
PUB DATE- 99
NOTE- 27p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; Concept Formation; Constructivism (Learning); Early Childhood Education; Educational Practices; *Kindergarten; Kindergarten Children; Models; Preschool Children; *Preschool Curriculum; Preschool Education; *Science Education; Scientific Concepts; Teaching Methods
IDENTIFIERS- Theory of Mind

The implementation of basic research on children's scientific thinking into science curricula continues to be a slow process. This chapter summarizes research on cognitive development that has helped to establish the goals for much of early science education and examines its implications. The chapter begins by describing scientific thinking and linking it to a model: (1) understanding the need for explanation, influenced by developmental constraints; (2) understanding that observable data are essential to substantiate claims and are linked to intuitive theories and previous experience; and (3) understanding that explanations need to meet logical criteria and are influenced by teacher practices. The chapter examines research on children's development of an understanding of mental states and activities and application of this understanding to science thinking and discusses research on children's ideas about science. Finally, the chapter considers the teacher's role and examines the types of intervention suggested from various lines of research, including using conversation, documenting children's thinking, using drawing to learn scientific concepts, and incorporating collaborative problem solving. The chapter concludes by noting that the model of science thinking helps to develop a constructivism that accounts for the interchange among children, their peers, and their teacher and that recognizes developmental constraints and the importance of children's intuitive understanding. This perspective leads to a social constructionism that is child-centered while acknowledging the teacher's role in bridging the discovery process and socially constructed symbol systems. (Contains 58 references.) (KB)

ED 436 257   PS 028 093

Jantz, Richard K.; Seefeldt, Carol

returns; and provides other tips for inventory such as maintaining a photograph or videotape record of items. The log next presents detailed, room-by-room listings of potential items, with space available for recording relevant information. A section is included for listing home, home improvements, and land improvements. The log concludes with a sample list of strictly personal items and separate tables for those items. (KB)

ED 436 275   PS 028 115

Fagnoni, Cynthia M.
Education and Care: Early Childhood Programs and Services for Low-Income Families. United States General Accounting Office Report to Congressional Requesters.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Early Childhood Education; Federal Government; Federal Programs; Infant Care; Low Income; *Low Income Groups; National Surveys; Program Descriptions; State Programs
IDENTIFIERS- *Access to Services; Availability (Programs and Services); Barriers to Participation

At the request of the Senate Subcommittee on Children and Families, the General Accounting Office (GAO) examined programs and services funded at federal and state levels providing direct early childhood care and education for low-income children up to age 5 years. Also examined were state and local assessments of difficulties low-income parents face in obtaining child care, and collaborative efforts among child care and early childhood education (ECE) officials to address parents' difficulties. Data sources included a national survey of child care administrators and departments of education, and a survey of 537 child care resource and referral agencies. In addition, interviews were conducted with program officials at all levels and early childhood researchers. The major findings of the GAO study are as follows. In 1999, the federal government provided approximately $11 billion to fund early childhood care and education services, mostly targeted to low-income children. These services most often focused on education but also occasionally included meals, immunization referrals, parental support, and social service referrals. About 73 percent of funds were for Head Start and the Child Care and Development Fund (CCDF). Most states also fund early childhood programs, beyond the federal matching amount. Some types of care, such as infant and toddler care, are still difficult to obtain. Barriers to obtaining the types of care needed by low-income families included its high cost, unavailability, and inaccessibility to providers. Although collaboration among child care and ECE officials has had positive outcomes, it does not eliminate all gaps in care. Collaborative initiatives have been limited because of barriers such as differing eligibility requirements. (Three appendices include a description of the methodology and comments from the Department of Health and Human Services.) (KB)

ED 436 276   PS 028 116

Bransford, John D., Ed.; Brown, Ann L., Ed.; Cocking, Rodney R., Ed.
How People Learn: Brain, Mind, Experience, and School.

Studies; Males; National Surveys; *Outcomes of Education; *Predictor Variables; *Salary Wage Differentials; Thinking Skills; Young Adults
IDENTIFIERS- *General Educational Development Tests; *High School and Beyond (NCES)

Data on the sophomore cohort of the original High School and Beyond (HS&B) study were analyzed to determine the value of the General Educational Development (GED) credential versus that of the conventional high school diploma in explaining the earnings of 27-year-old males in the early 1990s. The study sample consisted of those 4,899 male HS&B sample members who were in grade 10 in 1980 and who participated in the fourth follow-up survey in 1992. The study replicated the basic findings of prior studies, which implicitly assumed that the GED's labor market value does not depend on the skills with which dropouts left school. The GED's effects on subsequent employment and earnings varied according to individuals' academic aptitude as measured by a standardized test administered during the original study. Obtaining a GED was associated with higher earnings at age 27 for those male dropouts who had very weak cognitive skills in grade 10, but not for those who had stronger cognitive skills in grade 10. The GED was deemed a key step for further education and training. (The document contains 24 references and 35 endnotes. The procedures used to select the HS&B sample and identify sample members' educational status are appended.) (MN)

ED 435 795 CE 079 267

Atkinson, David
The Financing of Vocational Education and Training in the United Kingdom. Financing Portrait. Panorama.
PUB DATE- 99
NOTE- 77p.; "With contributions written by Sarah Elson-Rogers."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; Cost Effectiveness; Educational Change; *Educational Finance; Federal Aid; Federal Government; Foreign Countries; Government School Relationship; *Job Training; Partnerships in Education; Postsecondary Education; Secondary Education; *Unemployment; *Vocational Education
IDENTIFIERS- *United Kingdom

Since vocational education and training (VET) have a very special focus on workforce development and economic growth, economic trends and political context are important. One cause of the perceived problem of insufficient growth in the national economy is VET provision quality and/or quantity. Relationship among governmental and government-related bodies and interaction with enterprises and private training providers creates overlap for the institutional and funding structure for the three types of VET: initial (IVT), continuing (CVT), and training for the unemployed (TfU). Sources and totals of VET funding have been fairly stable. The following three themes emerge regarding distribution mechanisms: separation of funders and providers; reliance on markets or quasi-market mechanisms in the funding allocation systems; and output-related funding. Funding changes, particularly those involving competition between IVT providers, have increased cost efficiency. Funding systems that empower the IVT customer have not had notable success. CVT continues to dominate VET expenditure; private or enterprise funding predominates. TfU is in a state of flux as New Deal initiatives take over. New Deal involves local

NOTE- 139p.; For related documents on charter schools, see CE 079 343-345.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *Charter Schools; Conventional Instruction; Curriculum Development; Dropouts; *Education Work Relationship; Educational Objectives; Evaluation Methods; Experiential Learning; Innovation; Labor Force Development; Labor Needs; Mentors; National Surveys; *Nontraditional Education; *Partnerships in Education; Role Models; *School Business Relationship; Secondary Education; Staff Development; Student Evaluation; *Vocational Education
IDENTIFIERS- *Contextual Learning

This document reports on a study of employer-linked charter schools that included case studies of 9 of the more than 70 employer-linked charter schools currently in operation across the United States. Section 1 is an overview of employer-linked charter schools' key elements and unique features. Topics examined include the following: vision of charter school founders, learning in context, meeting workforce development needs, charters' relationship to traditional school systems, curriculum innovation, raising standards, assessment of student achievement, flexibility of staffing, and role models and mentoring. Section 2 is a discussion of the study methodology that includes the following: case study selection criteria; characteristics of the case study sites; the research questions; and site summaries. The case study sites, which had enrollments ranging from 60 to 2,480, included a program that helped students identify areas of vocational interest and explore related career options and programs targeted toward specific groups (for example, out-of-school urban youths) or students with specific career interests (for example, students interested in careers in manufacturing, the performing arts, and health careers). Appendixes, constituting approximately two-thirds of the document, contain the case studies, which describe the following elements for each school: defining purpose, learning standard, curriculum, worksite learning, governance, and career purpose. (MN)

ED 435 813 CE 079 345

Redefining Public Education: The Promise of Employer-Linked Charter Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 41p.; For related documents on charter schools, see CE 079 343-344.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Charter Schools; Conventional Instruction; Curriculum Development; Disadvantaged Youth; *Education Work Relationship; Educational Benefits; Educational Improvement; Educational Needs; Educational Objectives; *Educational Practices; Evaluation Methods; Experiential Learning; Innovation; Labor Force Development; Labor Needs; Mentors; National Surveys; Nontraditional Education; *Partnerships in Education; Public Education; Role Models; *School Business Relationship; Secondary Education; Staff Development; Student Evaluation; *Vocational Education
IDENTIFIERS- *Contextual Learning

This paper describes the context that has encouraged the

ED 435 832 CE 079 419

Ryan, Kathryn E.
Gender Bias in Industrial Technology at the Middle School Level.
PUB DATE- 99
NOTE- 40p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Behavior Modification; Change Strategies; Middle School Students; Middle School Teachers; Middle Schools; *Nontraditional Education; *Outcomes of Education; Program Effectiveness; *Relevance (Education); Sex Bias; *Sex Fairness; *Student Attitudes; Teacher Attitudes; *Technology Education

A project was conducted to create a gender-equitable classroom that increased the engagement of all students in the industrial technology class. The targeted students were the eighth graders in a suburban middle school in a growing metropolitan area. The problem of female students' falling self-esteem, loss of confidence, rigid adherence to gender stereotypes, and reduced interest in challenging classes was documented through research on the national level and at the research site through surveys, behavior checklists, and reflections. Analysis of data showed that students lacked interest in the class because they felt it was not relevant, they did not feel they were fairly treated in the class, and they adhered to gender stereotypes. A review of course content showed out-of-date materials, sexist attitudes, and a lack of emphasis on relevance to students. A review of solution strategies suggested through research as well as an analysis of the problem setting resulted in the selection of the following interventions: gender equity education for the instructor, implementation of a gender-equitable pedagogy, and instructional strategies to increase confidence, skill, and relevance in the subject area. Post-intervention data indicated an increase in student engagement and a decrease in student off-task behaviors. Students' comfort levels increased during the class and students found relevance during the intervention. (Appendixes include the pre- and post-intervention surveys, a behavior checklist tally sheet, and a permission slip for students to participate in the study. Contains 22 references.) (KC)

ED 435 833 CE 079 422

Lee, Lung-Sheng Steven
Moving from Industrial Arts to Living Technology: The Status of Technology Education in Taiwan, R.O.C.
PUB DATE- 97
NOTE- 13p.; Paper presented at the International Conference on Technology Education in the Asia-Pacific Region (Taipei, Taiwan, April 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Legislation; Educational Needs; *Educational Objectives; Educational Trends; Elementary Education; Elementary Secondary Education; Equal Education; Federal Legislation; Foreign Countries; Home Economics; *Industrial Arts; *National Curriculum; National Standards; State of the Art Reviews; Teacher Education; *Technology Education; Trend

toward self-employment among conservators and current low levels of recruitment in the museums and galleries sector, recent graduates were having great difficulty gaining vital initial experience without internship programs. Despite the many problems in becoming established in a conservation career, most conservation graduates manifested a striking commitment to conservation work. Four out of five were working as conservators, even if their posts took a long time to obtain, and most of those not currently working in the conservation sector hoped and expected to return to it. (The report contains 20 references and 50 tables/figures. The survey questionnaire is appended.) (MN)

ED 435 850 CE 079 445

Technology Toolkit.
SPONS. AGENCY- Lila Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; *Computer Literacy; *Information Literacy; Internet; Lesson Plans; *Library Role; Library Services; *Literacy Education; Reading Skills; Teaching Methods; Writing Skills
IDENTIFIERS- *Brooklyn Public Library NY; *User Training

This reference resource identifies issues concerning technology use in library literacy programs and describes approaches that work at the Brooklyn (New York) Public Library. Section 1 discusses the learning centers at the library, including its mission, philosophy, curriculum, technology, volunteer tutors, and active learning environment. Section 2 addresses the library's response to technology. Section 3 focuses on how to introduce adults to computers: an environment tour, helping learners feel confident, beginning with mouse practice, introducing the word processor, saving and printing, beginning readers and computers, and project-based learning. Chapter 4 deals with word processors, writing, and reading, and suggestions for facilitating learning on a word processor. Section 5 addresses what spreadsheets and databases are, productivity tools and critical thinking, and suggestions for facilitating the use of productivity tools. Section 6 discusses why information literacy is important and suggestions for facilitating learning with CD-ROMs and the Internet. Sections 4-6 conclude with helps for program administrators. Section 7 focuses on using the Internet, including electronic mail and online chats. Section 8 provides 17 lesson plans that contain software and material needs, lesson goals, step by step directions, example of student work, links to books and other resources, and end-of-lesson review. Section 9 lists organizations, conferences, and book and periodical resources and provides a guide for evaluating software. (YLB)

ED 435 851 CE 079 446

Farajollahi, Karim; Ogle, Gary; Reed, William; Woodcock, Kenneth
Graphic Arts: The Press and Finishing Processes. Fourth Edition. Teacher Edition and Student Edition.
PUB DATE- 00
NOTE- 502p.; "Revised by Brett Jones." For related documents, see ED 410 416-418 and ED 432 677.

the scales that measure emotional dimensions (affect, negative and positive affect, anger, and depression). Since most of the clients had presented complaints of depression and stress-related emotional problems, it appears that therapy over the course of six weeks had its greatest effect on the kinds of problems these clients were experiencing. In addition, clients showed improvement in the use of mental methods of coping with stress and tended not to escape as much as a means of coping. Their level of daily functioning improved slightly and they reported fewer symptoms of mental health distress, personal stress, and psychotic symptoms. There was a slight improvement in perception of their spouses. At the end of therapy, they were more likely to seek professional help. No changes were observed on the seven psycho-social dimensions. (MKA)

ED 435 870 CG 029 511

Baker, Tamara L.
Safe Harbor: Helping Faculty and Staff Become Allies to Students Who Need Support.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *College Students; Cultural Differences; *Diversity (Student); *Faculty Development; Foreign Students; Higher Education; *Mentors; School Holding Power; Special Needs Students; *Teacher Student Relationship
IDENTIFIERS- *Diversity Training

This paper presents a description of Safe Harbor, a diversity and tolerance program that focuses on helping faculty and staff become allies to students who need extra support, such as domestic students of color, international students, sexual minorities, and disabled students. The program begins with a brief videotape of three students (representing international students, sexual minorities, and students of color) discussing what they need from faculty and staff. Participants are then introduced to various advocacy issues, such as confidentiality concerns and walking the fine line between supporting and pushing students to take action. With increased empathy and diversity awareness as primary goals, the next sections of the program combine exercises, readings, discussion, and information to address these issues. The final part of the program requires participants to discuss several questions that highlight diversity issues at their particular institution. After discussing issues, each small group presents their best solution for addressing a concern at the institution. To close the program, participants delineate some personal commitment to improve campus climate with respect to diversity and are awarded their Safe Harbor certificates. (Contains 15 references.) (GCP)

ED 435 871 CG 029 527

Rosnow, Ralph L.
Hedgehogs, Foxes, Ethics, and the Evolving Social Contract in Psychology.
PUB DATE- 99
NOTE- [redacted] Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English

Counselor Training; *Curriculum Evaluation; *Doctoral Programs; Graduate Study; *Health Maintenance Organizations; Higher Education; *Program Content; Training Objectives

The emergence of managed care has placed many new demands on practicing psychologists. To ensure that graduate students are gaining the skills necessary to function effectively in the current healthcare environment, training programs may need to modify their curricula. Recently, the American Psychological Association assembled a task force to outline managed care-related educational guidelines for graduate programs. This investigation explores Training Directors' (TDs) views on the importance of specific task force guidelines and relative coverage of the skills in their doctoral training programs. Results indicate that TDs rate the perceived importance of the task force recommended skills as greater than the extent to which these skills are currently being covered in training programs. Additionally, the study examines how this relationship is mediated by faculty attributes, student career objectives, and program characteristics. Although there are some correlations between demographic factors and the coverage and/or importance of the task force skills, none of them seemed to consistently predict the coverage and/or importance of the skills. Suggestions are made for integrating managed care-related skills into training programs. (Contains 13 references.) (Author)

ED 435 891 CG 029 586

Hill, Nicole R.
Dual Career Families: A Family Therapy Perspective.
PUB DATE- 99
NOTE- 20p.; Paper presented at the National Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Counseling Techniques; Decision Making; *Dual Career Family; Economic Impact; *Family Counseling; Family Structure; *Family Work Relationship; Marital Satisfaction; *Role Conflict; Well Being
IDENTIFIERS- *Family Therapy; *Marital Adjustment

This literature review provides an overview of the impact of dual careers on family and family therapy. The dual career family currently represents the most common married unit. Because both work and family stress impact psychological well-being variables such as depression and self-esteem, family and work can not be understood as two separate and distinct domains. Rather, they must be considered interactionally and interdependently. The impact of dual career lifestyle encompasses all family members. Family therapy, with its emphasis on family interactions and interconnectedness, provides a clinical framework for addressing the issues inherent in dual career lifestyles. This review of the literature covers topics including the impact of dual-career lifestyle on family relationships, issues for women in dual career families, issues for men in dual career families, and the impact on children. Implications for family therapy are also discussed. The literature suggests that family therapists have three fundamental responsibilities for counseling dual career families. Family therapists assist families in negotiating roles, values, and traditions; advocate for family described in this paper provide counselors with new ways of thinking about the role they can play in promoting the psychological health and personal well-being of larger numbers of youths in the future. The advocacy services that are outlined in this paper represents only a few of the many ways in which counselors can help foster healthy adolescent development by moving beyond the sort of individual crisis counseling services many practitioners overutilize in their work. (Contains 3 references.) (MKA)

ED 435 912 CG 029 612

Goodman, Jane; Waters, Elinor
Advocating on Behalf of Older Adults.
PUB DATE- 99
NOTE- 10p.; Chapter 8 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Counselor Role; *Older Adults; Organizations (Groups); Politics

Approximately 34 million people, or 13 percent of the population of the United States, are 65 or older. It is not just the increasing numbers that make it important for counselors to serve as advocates for older adults. Ageism, societal marginalization, vulnerability, and elder abuse are growing problems for this population. There is evidence that advocacy works. Mandatory retirement has been eliminated, giving those who wish to work after 65 that opportunity. Social Security now pays benefits not only to wives and widows, but also to divorced women who were married for ten or more years. While factors point to the need for counselors to advocate for the needs of older adults and their families, caution is raised against treating older adults merely as people who need to be served. Advocacy may mean helping older adults to advocate for themselves as well as intervening on their behalf. By definition, older adults are survivors, and as counselors and advocates it is important to help them identify and utilize the repertoire of coping skills they have developed over a lifetime. This paper discusses advocacy strategies including helping older adults to advocate for themselves; working with existing organizations; and advocating at the political level. A list of suggested resources provides contact information for professional associations as well as membership and advocacy organizations. Two suggested readings are also listed. (MKA)

ED 435 913 CG 029 613

Chen-Hayes, Stuart F.
Social Justice Advocacy with Lesbian, Bisexual, Gay, and Transgendered Persons.
PUB DATE- 99
NOTE- 10p.; Chapter 9 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Bisexuality; *Counselor Role; Cultural Context; *Homosexuality; *Lesbianism; Resources; Sexual Identity; Violence; World Wide Web
IDENTIFIERS- Heterosexism; *Injustice; *Oppression; Sexual

four U.S. regions. Contains Appendix A: Text of Questions and Appendix B: Confidence Intervals and Selected Significance Tests for Three Cigarette Brands. (Contains 3 figures and 20 tables.) (MKA)

ED 435 932   CG 029 635

Hoyle, Rick H.; Kernis, Michael H.; Leary, Mark R.; Baldwin, Mark W.
Selfhood: Identity, Esteem, Regulation. Social Psychology Series.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Concept Formation; Egocentrism; History; *Individual Development; *Self Concept; Self Concept Measures; Self Esteem; Self Management; Social Development; *Social Psychology
IDENTIFIERS- Empirical Research; *Identity (Psychological)

Much has been written on the self during the latter half of the twentieth century, a period when citizens of the free world have embraced self-esteem and the pursuit of self-interest as fundamental entitlements. This widespread interest in the self has produced a large amount of information and misinformation. This book aims to summarize the findings from empirical research on the self, conducted in experimental social psychology. The conceptual model and research strategies described reflect the influence of the cognitive revolution in psychology which tends to view human beings as active, decision-making, information processors who shape their environments as much as they are shaped by it. The book is designed for the undergraduate or graduate student or for researchers and practitioners unfamiliar with literature on the self. It is organized in relation to three prominent themes in social-psychological research and theory on the self: identity, esteem, and regulation. Chapters include: (1) Selfhood; (2) The Self-System; (3) Identity; (4) Self-Concept; (5) Self-Esteem; (6) Self-Enhancement; (7) Other Self-Motives; and (8) Self-Regulation and Agency. (Includes 517 references, four tables and six figures.) (JDM)

ED 435 933   CG 029 637

Adler, Helmut E.
Lillie Martin in Gottingen. Lillie Martin, Outstanding Scholar and Teacher: A Centennial Symposium.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conference Papers; Conferences; *Females; History; Professional Development; Professional Recognition; *Psychology; Research and Development
IDENTIFIERS- *Psychophysics

This article reports on a symposium commemorating Lillien Martin's dissertation, "Analysis of Difference Sensations," by published in 1899. The symposium marked the centenary

IDENTIFIERS- Intrinsic Extrinsic Classroom Orientation; Motivated Strategies for Learning Questionnaire

This paper investigates the joint effects of intrinsic and extrinsic goals on college students' learning in an introductory psychology course, a biology course, and several social science courses. The study questioned whether higher levels of motivation lead to better student performance. College students were surveyed using the Intrinsic Goal Orientation and Extrinsic Goal Orientation scales of the Motivation Strategies for Learning Questions (MSLQ). Results indicate that students with a medium level of extrinsic motivation are more likely to perform well (in terms of their course grades) than students with either lower or higher levels of extrinsic motivation. Students who combined high intrinsic motivation with medium extrinsic motivation achieve particularly well. The paper suggests that teachers need not eliminate all motivation for good grades in order to achieve both cognitive and lifelong learning goals. (Contains 10 references and one table.) (JDM)

ED 435 955 CG 029 661

Keith, Michelle; Puzerewski, Bonnie; Raczynski, Patricia
Improving Student Responsibility for Learning and Behavior through Ownership Development.
PUB DATE- 99
NOTE- 180p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Cooperative Learning; *Educational Strategies; Family School Relationship; Grade 7; *Homework; Junior High School Students; Junior High Schools; Program Development; Student Empowerment; Student Participation; *Student Responsibility; Teachers
IDENTIFIERS- Classroom Ethos; Classroom Rules; United States (Midwest)

Seventh grade students in three schools in different communities in the Midwest were described by parents and teachers as not exhibiting acceptable responsibility for their own learning and not showing respect or ownership for their learning environments. This paper describes a program designed for improving these students' responsibility for their learning and behavior. Analysis of probable cause data revealed that students were not prepared for class, did not complete homework assignments, did not accept responsibility for their own behavior, and did not take responsibility for the classroom environment. Current reviews of the literature show that solutions to increasing student responsibility involve creating a positive, caring classroom environment and engaging student learning by establishing meaningful instructional strategies. The goal of modifying the classroom setting was accomplished by creating classroom rules as a group, assigning weekly job responsibilities, and modifying the classroom decor. Changes to the learning environment were made through the use of cooperative learning, multiple intelligence activities, journals, offering choices, connecting with literature themes, and whole class discussions. Analysis of each intervention found that all helped increase students' responsibility for their learning and behavior. Teachers reported enjoying the positive changes in students' attitudes and felt closer to them as a result. Appendices contain research data. (Contains 46 references, 22 appendixes, and 21 tables.) (JDM)

PUB DATE- 99
NOTE- 61p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; *Parent Participation; Program Descriptions; *Reading Aloud to Others; Reading Attitudes; Reading Habits; Reading Interests; *Recreational Reading; Student Attitudes; *Sustained Silent Reading

This report describes a program encouraging students to choose reading as a recreational activity. The targeted population consisted of first, second, third, and fourth grade students in a growing middle class community, near a large Midwestern city. The problem of students choosing recreational activities other than reading was documented through data collected from surveys given to students, parents, and teachers. Analysis of probable cause data revealed that students chose other recreational activities than reading. The influence of technology, the lack of positive role models, the lack of opportunity to read in the classroom, a narrow view of the value of reading, and the students' perceptions of themselves as readers negatively impacted the choice of reading as a recreational activity. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major interventions: implementation of sustained silent reading, reading aloud to students in class, and parent involvement encouraging recreational reading. The data collected and analyzed at the conclusion of the action research project indicated that the students' attitudes towards recreational reading were positively impacted by the interventions. Students' choices on a survey of free-time activities showed a doubling of the number of students who chose reading as their first choice. The survey indicated a decrease in the number of students who chose playing video games and watching television as their first choice of activities. Data also indicated an increase in the average number of minutes spent in reading at home daily. (Contains 36 references and 7 figures of data. Appendixes contain survey instruments, data, permission letters, book logs, and "reading calendars" for each grade level.) (Author/RS)

ED 435 976   CS 013 753

Stenner, A. Jackson
Instructional Uses of the Lexile Framework.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Readability Formulas; Reading Ability; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; *Reading Material Selection; *Reading Programs
IDENTIFIERS- *Lexile Scale of Reading; Reading Fluency

The Lexile Framework provides teachers with tools to help them link the results of reading assessment with subsequent instruction, focuses on appropriate-level curriculum for readers at all educational levels, and is designed to be flexible enough to use alongside any type of reading program.

ED 435 997 CS 216 933

Long, Kathy J.
New Methodology Significantly Improves Language Arts Skills of Middle School Students at Risk for Academic Failure.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Classroom Techniques; Grade 7; Grammar; *High Risk Students; Instructional Effectiveness; *Language Arts; *Language Skills; *Learning Strategies; Middle School Students; Middle Schools; Reading Improvement
IDENTIFIERS- *Predicate Grammar; *Subject (Grammar)

A study ascertained the effectiveness of color-coded subject-predicate cards and learning strategies to teach language skills to middle school students at risk for academic failure. The 17 seventh-grade students significantly improved their scores on sentence type and subject-predicate identification as well as their academic grade in Language Arts after 4 weeks. The color-coded cards and learning strategies utilized in the study are inexpensive and easily constructed for use by general and special educators. Contains 29 references and 2 tables of data. Appendixes contain a diagram of the Sentence-Body Analogy learning strategy and a list of 4 sentence types. (Author/EF)

ED 435 998 CS 216 934

Rodriguez-Price, Marisol
Bibliography of Cinderella Stories & Films.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; *Fairy Tales; *Films; *Picture Books; Recreational Reading; Thematic Approach
IDENTIFIERS- *Cinderella; *Cinderella Myth; Universality

This annotated bibliography considers diverse versions of Cinderella, including books for all ages and reading abilities and film versions. The bibliography is organized into four categories: picture books, books for youths, books for adults with a Cinderella theme, and Cinderella films. Noting that Cinderella is one of the few stories with many different versions and that almost every country in the world has a version of Cinderella, the bibliography points out that cross-cultural comparisons are not difficult for such a well-known story. The bibliography contains 38 annotations for picture books, 6 annotations of books for young readers, 2 annotations for adult books with a Cinderella theme, and 3 Cinderella videos. (NKA)

ED 435 999 CS 216 935

Bates, David W.
The World in Our Own Image.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of Teaching English in the Two-Year College (Amherst, MA, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

middle-school subjects as part of a discipline, and a math department rebellion; (7) "The Classroom, the Teacher, and Tracking Reform," discusses alternative instructional strategies and different philosophies; and (8) "The Fate of Reform," provides insights on the reform of tracking and casts doubt on prevailing explanations. Two appendices and 31 tables provide study methods and data, information on statistical issues, and a wide range of statistical analyses. (Contains an index.) (RJM)

ED 436 021 EA 030 101

Heubert, Jay P., Ed.
Law & School Reform: Six Strategies for Promoting Educational Equity.
PUB DATE- 99
NOTE- 423p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Accountability; Compliance (Legal); Educational Legislation; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Legal Problems; *Legal Responsibility; *School Law; School Policy; Student Welfare

This book describes the growing involvement of lawyers in America's public schools in the past half century. It discusses comparatively what leading educators and lawyers believe to be the most important law-driven school reforms and examines these reform efforts from the perspectives of law, education, research, and practice. It also considers how each reform effort evolved over time and considers ways in which lawyers, educators, scholars, and parents can promote future reform most effectively. Four of the seven chapters consider the lessons and prospects of key legal strategies that emerged in the wake of the Supreme Court's "Brown" decision in 1954. The chapters are as follows: (1) "Six Law-Driven School Reforms: Developments, Lessons, and Prospects" (Jay P. Heubert); (2) "Conservative Activists and the Rush toward Resegregation" (Gary Orfield); (3) "The Law's Role in the Distribution of Education: The Promises and Pitfalls of School Finance Litigation" (Molly S. McUsic); (4) "Cultural, Educational, and Legal Perspectives on Immigration: Implications for School Reform" (Marcelo Suarez-Orozco, Peter D. Roos, and Carola Suarez-Orozco); (5) "Special Education: From Legalism to Collaboration" (Thomas Hehir and Sue Gamm); (6) "Service Integration and Beyond: Implications for Lawyers and Their Training" (Martin Gerry); and (7) "School Reform and Enforceable Rights to Quality Education" (Paul Weckstein). The final section is "Afterword: Reform Law and Schools" (Martha Mirow). (Contains an index.) (RJM)

ED 436 022 EA 030 128

Taher, Bonnie; Durr, Pamela
Recipe for Success: An Updated Parents' Guide to Improving Colorado Schools and Student Achievement. Second Edition.
SPONS. AGENCY- Colorado Education Goals Panel, Denver.; Denver Public Schools, CO.
PUB DATE- 99
NOTE- 17p.; Also supported by the Rose Foundation and the CONNECT Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 436 041 EC 307 504

Minnesota Special Education Law (M.S. 120) and United States Public Law 105-17 (IDEA): A Comparison of Requirements. Report to the Legislature.
PUB DATE- 98
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; Eligibility; *Federal Legislation; Individualized Education Programs; *School Responsibility; *Special Education; *State Legislation; *State Regulation
IDENTIFIERS- *Individuals with Disabilities Education Act; Minnesota

Intended for Minnesota legislators, this report compares special education requirements under Minnesota special education legislation and federal legislation. It is divided into two parts. Part 1 compares Minnesota special education law and federal special education requirements under the Individuals with Disabilities Education Act (IDEA). Part 2 deals with similar comparisons for Minnesota education rules. Each part of the report is page numbered independently. The first page of each part lists those laws or rules for which Minnesota requirements are consistent with the federal requirements. No further reference is made to those sections. Each page of the body of the report contains three columns: column 1 is the exact text of a state statute or rule; column 2 contains the citation for the matching federal requirement; and column three contains either a brief description of the difference or a statement that there is no analogue in the federal requirements. Provisions discussed include special education eligibility, procedural safeguards, Individualized Education Programs, mediation, and definitions. (CR)

ED 436 042 EC 307 505

Communication Access and Quality Education for Deaf and Hard-of-Hearing Children. The Report of the California Deaf and Hard-of-Hearing Education Advisory Task Force.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Access to Education; *Accountability; *Deafness; Elementary Secondary Education; Evaluation Criteria; *Financial Support; *Hearing Impairments; Outcomes of Education; Parent Participation; *Regional Programs; State Programs
IDENTIFIERS- *California

This report from a California task force provides recommendations to improve the quality of education for the approximately 11,000 students who are deaf or hard-of-hearing in California. It begins by discussing the educational barriers faced by students who are deaf or hard-of-hearing, including the significance of regional programs and then highlights six recommendations. These include: (1) California should implement

Therapy in the Public School. Procedures and Recommended Guidelines (Revised 1997).
PUB DATE- 97
NOTE- 78p.; Cover title varies: "The Role of Adapted Physical Education, Occupational Therapy, and Physical Therapy in Meeting the Motor Needs of Students with Handicapping Conditions in Educational Settings. Procedures Manual (Revised 1997)."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; Assistive Devices (for Disabled); Delivery Systems; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; Individualized Education Programs; Minimum Competencies; *Motor Development; Occupational Therapists; *Occupational Therapy; Paraprofessional School Personnel; *Physical Disabilities; Physical Therapists; *Physical Therapy; Qualifications; Special Education; Student Evaluation
IDENTIFIERS- *Colorado
This manual is designed to assist Colorado personnel in developing and providing adapted physical education, occupational therapy, and physical therapy to Colorado public school students who have needs in the motor area. Guidelines are presented that have been developed to focus on the problems encountered by students with needs in the physical domain. Sections of the manual address: (1) the rational for providing adapted physical education, occupational therapy, and/or physical therapy; (2) educational settings; (3) definitions and qualifications for adapted physical education, physical therapy, occupational therapy, paraprofessionals and certified occupational therapy assistants, and physical therapy assistants and special education assistants; (4) conceptual roles; (5) referral to special education; (6) assessment; (7) development of the Individualized Education Program (IEP); (8) least restrictive environment; (9) IEP meetings; (10) delivery systems; (11) documentation; (12) caseload determination; and (13) functional components of assessment. The last section outlines procedures for neuromotor/developmental assessment of different skills, including the implications, skill necessary to assess this area of function, and evaluator qualifications. The manual closes with answers to common questions about occupational therapy, physical therapy, and adapted physical education. (CR)

ED 436 062   EC 307 526

Masters, M. Gay; Stecker, Nancy A.; Katz, Jack
Central Auditory Processing Disorders: Mostly Management.
PUB DATE- 98
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Articulation (Speech); *Attention Deficit Disorders; Auditory Discrimination; *Auditory Perception; Auditory Stimuli; Auditory Training; Clinical Diagnosis;

Relationship
IDENTIFIERS- *Learning Environments

This booklet outlines a process for engaging all educational stakeholders in the planning of schools which more adequately address the needs of the whole learning community. It explores six design principles for creating effective learning environments; provides examples of innovative school designs that illustrate various aspects of the six guiding principles; and examines the facilities master planning process for getting started and organized, including developing and implementing a master plan. Appendices list resource agencies and organizations, references for innovative school designs, and sources of additional information. (GR)

ED 436 083 FL 024 570

Nanagusja: A Tsuut'ina (Sarcee) Language Development Program. Unit Plan Book: Units One to Ten.
PUB DATE- 96
NOTE- 396p.; For teacher's guide, see FL 024 571.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *Athapascan Languages; Canada Natives; Class Activities; Cultural Maintenance; Elementary Secondary Education; Foreign Countries; Heritage Education; *Language Maintenance; Lesson Plans; Second Language Instruction; *Second Language Programs; Teaching Guides; Uncommonly Taught Languages
IDENTIFIERS- Alberta; *Sarcee

Nanagusja is a Tsuut'ina (Sarcee) language development program composed of 10 video programs, a teacher's guide, and a unit plan book. The unit plan book, presented here, includes 10 units with 12 to 15 lessons each. Each unit begins with notes to the teacher and a Unit Overview Chart to be used to plan activities for each class. The teacher must adapt the chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly than others. Each unit includes themes, dialogues, games, poems, and activities for daily routines, reading and writing, total physical response, and evaluation. Teachers are encouraged to speak Tsuut'ina as much as possible in the classroom and to engage in daily activities that will help students gain comfort with Tsuut'ina sounds, build their vocabulary base, learn Tsuut'ina grammar, develop literacy in Tsuut'ina, learn about the culture, and keep them motivated. (KFT/JLR)

ED 436 084 FL 024 571

Nanagusja: A Tsuut'ina (Sarcee) Language Development Program. Teacher's Guide.
PUB DATE- 96
NOTE- 166p.; For unit plan book, see FL 024 570. Accompanying videotapes not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athapascan Languages; *Canada Natives; Classroom Techniques; Cultural Maintenance; Elementary Secondary Education; Foreign Countries; Heritage Education; Instructional

DESCRIPTORS- *Block Scheduling; *Calculus; College Students; *English (Second Language); Higher Education; Integrated Curriculum; Limited English Speaking; *Mathematics Education; Second Language Learning
IDENTIFIERS- City University of New York Brooklyn College; *Paired Courses

This paper describes a pilot program at the City University of New York Brooklyn College which pairs an English as a Second Language (ESL) reading and writing class with a Calculus I class. The class focuses on students' language development but makes use of themes, readings, and vocabulary from calculus. This model requires coordination before and during the term between the language and calculus teachers. Students are provided with enriched, intensive instructional teams who meet their curricular requirements. The school uses block scheduling for students in their first two semesters of college to help ensure success. Students are placed in a block of classes and travel with the same people from class to class in the enriched environment. The ESL/mathematics class meets 6 hours per week, and students who register for it must have both the appropriate ESL placement and math prerequisites. A glossary of English words commonly used in math is available for students enrolled in the integrated classes. (Contains 17 references.) (SM)

ED 436 101   FL 026 085

Curry, Mary Jane
A Semiotic Approach to Teaching Media Literacy to Nonnative Speakers of English.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Cultural Differences; Cultural Influences; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Literacy Education; Popular Culture; *Second Language Instruction; *Semiotics; *Television Commercials
IDENTIFIERS- *Media Literacy; *Nonnative Speakers; Social Anxiety

This paper examines how semiotic analysis may be useful in teaching media literacy to nonnative speakers of English (NNSs), including both immigrants and international students who plan to return to their countries. It focuses on two television shows. The first show, "Friends," covers issues and problems of contemporary urban life for members of white, middle class Generation X in which friends are thought to replace the nuclear family structure as the central unit of society. The second show, "The X-Files," deals with the supernatural and the use of futuristic technology, treating an anomalous area between two binaries: the technologies and epistemologies of postmodern society and people's fascination with and fear of the extraterrestrial and the notion that more intelligent life exists on other planets. This paper examines: media literacy and popular culture; social anxiety and the anomalous on television; naturalization and representation; modes of address; how advertising constructs the ideal viewer; stances for decoding; and doing media literacy with NNS

Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anger; *Audiovisual Communications; *Audiovisual Instruction; College School Cooperation; Communications Satellites; Conflict Resolution; *Distance Education; High Schools; Higher Education; Instructional Design; *Instructional Development; Interaction; Needs Assessment; Rural Areas; *Rural Schools; Social Work; Student Needs; Student Surveys; Videotape Recordings; Violence
IDENTIFIERS- Middle Tennessee State University

Middle Tennessee State University recently developed a satellite-linked, interactive distance learning system with six rural K-12 schools. Faculty were then invited to make a single presentation over this system. The social work department, recognizing both the opportunities and the limitations presented by this new system, elected to be one of the presenters. However, instead of simply broadcasting one presentation, faculty proposed that a comprehensive program be developed for high school students, using the distance learning system as one component. The comprehensive program included: (1) a satellite broadcast to teachers at the six schools to discuss student needs; (2) follow-up contacts by phone and in person with key personnel at the schools; (3) provision of six videotapes dealing with drugs, alcohol, and violence to help prepare the students for the broadcasts; (4) administration of student questionnaires to determine problems and needs; (5) visits to the schools by senior social work students to examine student behavior; and (6) three satellite-linked, interactive, television broadcasts entitled "Anger Management: How To Prevent Violence in Our Schools I, II, and III." This paper reviews and evaluates the results of this effort. (MES)

ED 436 123 IR 019 746

Hiles, Timothy W.
Web Site Enhancement of Traditional Classroom Pedagogy.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Art Education; *Art History; *Copyrights; Educational Technology; Fair Use (Copyrights); Higher Education; *Material Development; Photography; Student Attitudes; Teaching Methods; Use Studies; *Visual Aids; *World Wide Web
IDENTIFIERS- Digital Technology; Technology Integration; Technology Utilization; University of Tennessee Knoxville; *Web Sites

This paper describes the development of a World Wide Web site in an art history class at the University of Tennessee. The first section of the paper discusses digital technology in the art history classroom, including a comparison of the quality of digital images with slide projection. The second section describes a Web site created for a history of photography class that includes images, articles, a syllabus, reading list, and

Schuh, Kathy L.
Multidimensional Knowledge Structures.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Cognitive Structures; *Constructivism (Learning); Cues; Elementary Education; Grade 1; Grade 6; Interviews; *Knowledge Representation; Learning Strategies; Metaphors; Prior Learning; Qualitative Research
IDENTIFIERS- *Multidimensional Models

Multidimensional knowledge structures, described from a constructivist perspective and aligned with the "Mind as Rhizome" metaphor, provide support for constructivist learning strategies. This qualitative study was conducted to seek empirical support for a description of multidimensional knowledge structures, focusing on the idiosyncratic nature of knowledge that arose in the classroom and was based upon children's individual prior experience and knowledge. Participants (n=25) were students in a first and sixth grade parochial classroom in a small Midwestern city. Data were gathered through observation and student interviews. Cues and trajectories in the children's representations of knowledge were identified. Implications of the structures for generating and developing multiple perspectives and developing learner ownership are discussed. (Contains 35 references.) (MES)

ED 436 143 IR 019 768

Lee, Mi Jar; Harvey, Francis A.
The Relationships between Navigational Patterns and Informational Processing Styles of Hypermedia Users.
PUB DATE- 99
NOTE- 21p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; Computer Assisted Instruction; Courseware; Higher Education; *Hypermedia; Individual Differences; Interaction; Learning Strategies; *Navigation (Information Systems); *Search Strategies; Tables (Data); Users (Information)
IDENTIFIERS- Human Information Processing Survey; Pattern Analysis

This study investigated the relationships between hypermedia users' information processing styles and navigational patterns. Three aspects of navigational patterns were investigated: navigational depth patterns that reveal how comprehensively users access; navigational path patterns that display what sequences users follow; and navigational method patterns that show what methods users employ when using the system. Subjects were 102 undergraduate students enrolled in management courses. Information processing styles were measured by the Human Information Processing Survey. Thirty-four students were selected for each of left, right, and integrated information

two experimental treatments. Experimental treatments were changed between first and second post-test. Long-term retention was evaluated with a third and delayed post-test. Students starting with concept maps showed higher achievement on delayed post-test than students beginning with manipulation of objects. No difference was found between students working as individuals or cooperative student teams. Furthermore, a significant interaction between generative learning strategy and grouping condition was revealed. Implications for sequencing generative learning strategies are discussed. (Author)

ED 436 162 IR 019 787

Lee, Jiunde
Problem-Based Learning: A Decision Model for Problem Selection.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Educational Environment; Educational Objectives; *Instructional Design; *Instructional Development; Literature Reviews; Models; Outcomes of Education; *Problem Based Learning; Problem Sets; Problem Solving; Teaching Methods
IDENTIFIERS- *Decision Models

Problem-based learning (PBL), initiated when learners meet the problem scenarios, develops learners' skills and subject matter content to make the transition from beginner to more expert problem solver. Beginning students might benefit from simple, well-structured problems, in which the understanding of sets of rules and principles results in a straightforward solution. Facilitators might consider providing learners with more experience with complex, ill-structured problems. However, seldom have reports provided PBL facilitators the solutions for how to design or select problem scenarios so that they open the door to significant learning outcomes consistent with course or program goals. The gray area between well-structured problems and ill-structured problems needs to be further clarified for better learning effect. After a brief literature review, the author outlines a decision model for problem selection that addresses three dimensions: (1) conditions, including learning objectives, prerequisite skills and knowledge, available time, and presentation formats; (2) methods, including the simplifying conditions method and the problem-stimulated/student-centered strategy; and (3) outcomes for well-structured and ill-structured problems. The conclusion suggests that a PBL facilitator should consider the learning strategies both systematically and systemically. Future research is required to further develop this decision model. (Contains 29 references.) (MES)

ED 436 163 IR 019 788

Magliaro, Susan G.; Shambaugh, R. Neal
Teaching Instructional Design: Reframing the Relationships between Teachers and Designers.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association

variables influence the incorporation of motivation design components and that certain factors in the hypothesized model have a significant relationship to the perceived level of success of a project. (Contains 34 references.) (Author/MES)

ED 436 181   IR 019 806

Song, Sang H.; Keller, John M.
The ARCS Model for Developing Motivationally-Adaptive Computer-Assisted Instruction.
PUB DATE- 99
NOTE- 19p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attention; Biology; Comparative Analysis; *Computer Assisted Instruction; Computer Software Development; *Courseware; Efficiency; Genetics; Grade 10; High Schools; *Instructional Design; Instructional Development; Instructional Effectiveness; Models; *Motivation Techniques; Relevance (Education); Satisfaction; Science Instruction; Secondary School Science; *Student Motivation; Tables (Data)
IDENTIFIERS- *ARCS Model; Confidence; *Motivational Design; Prototypes

This study examined the effects of a prototype of motivationally-adaptive CAI (Computer Assisted Instruction), developed in accordance with the ARCS (Attention, Relevance, Confidence, Satisfaction) model of motivational design, on achievement, perceived motivation (both overall motivation and for each of the ARCS components), efficiency, and continuing motivation. Subjects were 86 tenth grade students. Students used one of three versions of CAI presenting material on genetics--motivationally-adaptive CAI, motivationally-saturated CAI, or motivationally-minimized CAI. Motivationally-adaptive CAI showed higher effectiveness, overall motivation, and attention than the other two CAIs. For relevance, motivationally-adaptive CAI was higher than motivationally-saturated CAI, but not higher than motivationally-minimized CAI. For confidence and satisfaction, motivationally-adaptive CAI was not higher than the other two CAIs. For efficiency, both motivationally-adaptive CAI and motivationally-minimized CAI were higher than motivationally-saturated CAI, but only the efficiency of the motivationally-adaptive CAI was identified as having practical importance. For continuing motivation, there were no significant differences among the three CAIs, but a significant correlation was found between overall motivation and continuing motivation across three CAIs. These findings support the contention that the ARCS model is useful for developing motivationally-adaptive CAI. Motivationally-adaptive CAI can be an effective, efficient, and motivating form of instruction that may also enhance learners' continuing motivation. (Contains 51 references.) (Author/MES)

ED 436 182   IR 019 807

Cifuentes, Lauren; Murphy, Karen L.
International Team Teaching: A Partnership between Mexico and Texas.

Sequoias Community College Districts. Jurisdictional problems between the districts prompted the Board of Governors of the California Community Colleges to grant permanent educational center status to the Lemoore operation. In May 1991, the Board agreed that the best solution was to recognize the Lemoore Center officially, for three reasons: (1) the center is already built and offers a wide range of programs; (2) it qualifies for educational center status, given its enrollment is in excess of 700 average daily attendance (ADA); and (3) a decision to locate a permanent center in Hanford would have a deleterious effect on the financial viability of the West Hills District. The report presents the eight criteria the Postsecondary Education Commission uses to evaluate all center proposals and describes how the Lemoore facility satisfied these criteria: enrollment projections, alternatives to new campuses or off-campus centers, serving the disadvantaged, geographic and physical accessibility, environmental and social impact, effects on other institutions, academic planning and program justification, and consideration of needed funding. Appended in this report are the Guidelines for Review of Proposed Campuses and Off-Campus Centers (1990 Edition). (UWC)

ED 436 201 JC 000 016

Proposed Construction of Folsom Lake College in the Los Rios Community College District. A Report to the Governor and Legislature in Response to a Request from the Chancellor's Office of the California Community Colleges.
PUB DATE- 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; Community Colleges; *Educational Development; *Educational Facilities Planning; Educational Needs; Educational Planning; Educational Policy; *Long Range Planning; Program Proposals; School Construction; State Colleges; State Regulation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- Los Rios Community College District CA

In this report, the California Postsecondary Educational Commission responds to a request by the Chancellor of the California Community Colleges that it review a proposal for a new community college--Folsom Lake College in Sacramento County within the Los Rios Community College District. The Commission offers eight conclusions and two recommendations, based on criteria adopted in its recently revised Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers (1992). The criteria are: enrollment projections, alternatives, serving the disadvantaged, academic planning, accessibility, effects on other institutions, environmental impact, and economic efficiency. The Commission recommends to the Governor and Legislature: (1) that Folsom Lake College be approved as the fourth college of the Los Rios Community College District and the 108th college within the California Community Colleges system; and (2) that Folsom Lake College become eligible for State capital outlay funding as of the 1993-94 fiscal year. Appended in this report are the Los Rios Community College District Mission Statement, Goals, Planning Assumptions, and Implications; the Board of Governors' Agenda Item 17, September 10-11, 1992; the Preliminary Capital Outlay Cost Estimate for On-Site Development at Folsom Lake district should submit its budget change proposal and detailed budgetary plans by February. Also, the Commission comments on the uncertainties facing community college capital financing--and higher education generally--in the next few years and explains why planning should continue in spite of the financing difficulties facing the State. In the third part of the report, the Commission analyzes the district's proposal for the new center within the context of the Commission's Guidelines for the Review of Proposed University Campuses, Community Colleges, and Educational Centers. The Commission's conclusions and recommendations regarding the proposed center are found in part one. Contains 24 references and 5 appendices. (VWC)

ED 436 221 JC 990 690

Progress Report on the Community College Transfer Function. A Report to the Governor and the Legislature in Response to Senate Bill 121 (Chapter 1188, Statutes of 1991).
PUB DATE- 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Change; Educational Improvement; Educational Trends; Government School Relationship; Higher Education; Institutional Cooperation; Legislation; Public Education; *School Effectiveness; State Colleges; *State Universities; Student Needs; *Transfer Programs; Transfer Students
IDENTIFIERS- California Community Colleges; California State University; University of California

In this report, the California Postsecondary Education Commission provides an assessment of the progress that has been made in achieving the goal of Senate Bill (SB) 121: improving student transfer among the California Community Colleges, the California State University, and the University of California. The report demonstrates that the transfer function involves several complementary components--from systemwide programs and services to personal, interinstitutional relationships--which mitigate against relying on a single measure of its effectiveness. Statistical information available on student transfer show that, despite the effects of nearly a half-decade of recession-driven funding reductions, the numbers of students taking advantage of transfer opportunities to continue their academic careers after high school have recovered from several years of decline to reach its highest point this decade. Section two summarizes the progress that has been made in meeting the major provisions of SB 121. Section three provides a qualitative description of how the transfer function operates at three selected community colleges. Finally, in section four, the Commission offers its overall findings about the transfer function and future directions that should be pursued. Appended in this report are a glossary of transfer-related terms, case study profiles, and a copy of SB 121. (VWC)

ED 436 222 JC 990 692

Evaluation Report: San Joaquin Delta College. Accreditation Report.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English

Community Programs; Family Programs; *Federal Legislation; Health Insurance; Periodicals; Poverty; *Public Policy; State Legislation; *Youth Problems
IDENTIFIERS- Black Community Crusade for Children; Child Watch; Childrens Defense Fund; Social Movements; Welfare Reform

These 11 issues discuss concerns related to child advocacy and provide information on problems in children's lives in the United States. Regular features include the editorial column "A Voice for Children," a status report on federal legislation related to children, descriptions of Children's Defense Fund activities, news from the Black Community Crusade for Children, media tips, field strategies, and summaries of relevant research and reports. Topics covered in major articles include the following: (1) January--child care, proposed federal child care legislation, and key facts about children's well-being; (2) February--1997 congressional voting record; (3) March--reflecting on the work of CDF after 25 years, child care needs, myths, and investments; (4) April-May--low-income working families and child care, and the Stand for Children initiative; (5) June--state child health insurance programs and children's sabbaths; (6) July--the Stand for Children initiative, ending gun violence against children, and the benefits of ending child poverty; (7) August--Freedom Schools, hardships of families leaving welfare, and family care programs; (8) September--after-school programs, coordinating efforts for welfare recipients, and the Children's Health Insurance Program; (9) October--declines in child gun deaths and teen birth rates and maternal and infant health; (10) November--federal juvenile crime bill and the Child Watch Visitation Program; and (11) December--children's sabbath celebrations, the Children's Health Insurance Program, and a special report on 25 years of child advocacy by the CDF. (KB)

ED 436 239 PS 027 993

Goldman, L. R.
Child's Play: Myth, Mimesis and Make-Believe.
PUB DATE- 98
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; Child Behavior; Children; Cross Cultural Studies; Cultural Context; *Educational Anthropology; *Ethnography; Ethnology; Foreign Countries; *Mythology; *Play; *Pretend Play; Sociocultural Patterns
IDENTIFIERS- Melanesia; Mimetic Traditions; *Papua New Guinea; Papuan Languages

This book addresses the need for anthropologists to produce in-depth ethnographies of children's play. In examining the subject from a cross-cultural perspective, the book argues that understanding the way children transform their environment to create make-believe is enhanced by viewing their creations as oral poetry. The result is a richly detailed description of how pretense is socially mediated and linguistically constructed, how children make sense of their own play, how play relates to other imaginative genres in Huli (Papua, New Guinea) life, and the relationship between play and cosmology. The book analyzes the source for imitation, the kinds of identities and roles emulated, and the structure of collaborative make-believe talk to reveal the complex way in which children invoke their experiences of the world and reinvent them as types of virtual reality. Following introductory sections, chapter one, "Naming and Gaming," addresses ethnographic context, rhyming, and

Early Childhood Social Studies.
PUB DATE- 99
NOTE- 21p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Childhood Education; Educational Practices; *Elementary School Curriculum; Geography; *Geography Instruction; History; *History Instruction; National Standards; *Preschool Curriculum; Preschool Education; Research and Development; *Social Studies; Spatial Ability; Teaching Methods; Theory Practice Relationship; Time

Noting ongoing difficulties in identifying the fundamental role of social studies in educating young children, this chapter focuses on how children begin to develop historical and geographic understanding. The chapter considers age-appropriate and developmental concerns and the role of national standards in history and geography. The chapter examines changing views of teaching history, discussing research findings on children's time concepts, the linkage between history and time, and implications for teaching history to young children. The essay also describes how the national history standards reflect changing views about history and how it is to be taught to young children. In addition, the chapter discusses changing views of teaching geography, including reasons for omitting geography from many early childhood curricula and the role of national standards in guiding the development of geography curricula for young children. Research is summarized on children's awareness of spatial relationships, interest in places and regions, and understanding of physical systems. The chapter concludes by noting that disagreements over what should be taught to young children in social studies hamper teachers' decision making regarding curricula. The essay further maintains that both the history and geography standards fail to address early childhood prior to kindergarten entry and notes that despite the focus of professional organizations and government on programs for young children, the field remains splintered on the issue of social studies curricula. The chapter calls for greater involvement of early childhood professionals in developing standards and meaningful social studies curricula for young children. (Contains 56 references.) (KB)

ED 436 258 PS 028 094

Stellaccio, Cherie K.; McCarthy, Marie
Research in Early Childhood Music and Movement Education.
PUB DATE- 99
NOTE- 23p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; Early Childhood Education; *Elementary School Curriculum; Literature Reviews; *Movement Education; Music Appreciation; *Music Education; Perceptual Development; *Preschool Curriculum; Preschool Education; Rhythm (Music)
IDENTIFIERS- Music Ability; Musical Performance; Pitch (Music)

Because intuitive aptitude for music stabilizes at about age 9 years, the early childhood years are critical to the development of children's potential for comprehending and producing music. This literature review centers on studies that

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 342p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Brain; *Cognitive Processes; *Cognitive Style; Educational Facilities Design; Educational Practices; Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; *Learning Processes; Performance Factors; Research Needs; *Teaching Methods; Transfer of Training
IDENTIFIERS- Brain Development

Science now offers new conceptions of the learning process and the development of competent performance. This book presents a contemporary account of principles of learning, and calls into question concepts and practices commonly used in schools. Topics explored include how learning actually changes the physical structure of the brain, the effect of existing knowledge on learning, and the role of technology in education. The book is organized into four parts. The introduction explores the development of the science of learning; the remaining sections focus on learners and learning, teachers and teaching, and future directions for the science of learning. The chapters are: (1) "Learning: From Speculation to Science"; (2) "How Experts Differ from Novices"; (3) "Learning and Transfer"; (4) "How Children Learn"; (5) "Mind and Brain"; (6) "The Design of Learning Environments"; (7) "Effective Teaching: Examples in History, Mathematics, and Science"; (8) "Teacher Learning"; (9) "Technology To Support Learning"; and (10) "Conclusions and Recommendations for Research." Biographical sketches of members and staff of the National Research Council's Committee on Developments in the Science of Learning are appended. Contains over 800 references, divided by chapter. (HTH)

ED 436 277 PS 028 118

Durkin, Lisa Lyons, Ed.
First Teacher, 1998.
PUB DATE- 98
NOTE- 242p.; For 1997 First Teacher issues, see ED 435 432.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Activities; Change; Child Development; *Class Activities; Computer Software; *Day Care; Early Childhood Education; Games; Holidays; *Learning Activities; Learning Centers (Classroom); Music Activities; Periodicals; Science Activities

This document is comprised of the six issues of volume 19 of "First Teacher," a periodical providing helpful activity ideas and information on child development for early childhood teachers and caregivers. The major topics for each themed issue are as follows: (1) Exploring Letters and Numbers, including flannel board activities, and number rhymes and chants (Jan-Feb); (2) Games for Growing, including circle games, music and movement games, and homemade games/puzzles (Mar-Apr); (3) Changes, including comparing children and butterflies, and observing changes under the soil (May-Jun); (4) Beat the Heat, including outdoor activities, experimenting with the heat of the sun, and water play (Jul-Aug); (5) Learning Centers, including science centers, and a drama corner (Sep-Oct); and (6) Holiday Magic, including enjoying the magic of giving, de-partnerships challenging the primacy of the employer-led Training and Enterprise Councils in the role of training. The continual changes in VET, with new programs, organizational arrangements, and funding systems, demonstrate a vibrant, if somewhat uncoordinated, sector. (Appendixes contain 35 references and a glossary. Contains 25 tables and 5 figures.) (YLB)

ED 435 796   CE 079 269

Wignall, Louise
Built in, Not Bolted on. Information Kit for Language, Literacy and Numeracy Coordinators on Incorporating Communication Skills into Training Packages.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Educational Change; Foreign Countries; *Job Skills; Job Training; Learning Activities; Learning Modules; *Literacy Education; *Numeracy; *Workplace Literacy
IDENTIFIERS- *Australia

This kit explores Australia's National Training Framework, training packages, industry standards and assessment, and the implications of these changes for language, literacy, and numeracy practitioners. Four sections in Part 1 present a series of answers to four frequently asked questions about training packages posed by practitioners in consultations and forums during the first half of 1998. Question 1 asks "Where did we come from, and where are we are going?" The answer addresses the training reform and the implications for language, literacy, and numeracy provision in industry. Question 2 asks "What are the changes that the Training Package model brings for the language, literacy, and numeracy field?" This section discusses opportunities for contextualized literacy; incorporation of language, literacy, and numeracy competencies into industry competency standards; and standards as the new basis for assessment--a comparison between the old and new systems. Question 3 asks, "What are the roles of the future language, literacy, and numeracy practitioner in industry?" Question 4 asks and answers the question, "What is in a training package?" This section describes the endorsed part of the package, which includes the National Competency Standards, assessment guidelines, and qualifications; and the nonendorsed components, which are the learning strategy, assessment resources, and professional development materials. Part 2 provides accompanying activities to assist the reader to work through issues raised. A final section contains 4 contacts and 31 references. (YLB)

ED 435 797   CE 079 270

Goulbourn, Barbara; Alexander, Ann
A New Assessment Tool. A Professional Development Kit for Trainers and Assessors Incorporating Language, Literacy and Numeracy Skills into Training Packages.
SPONS. AGENCY- Australian Dept. of Employment, Education,

emergence of more than 100 employer-linked charter schools throughout the United States and examines the efforts of the employers and educators who are involved in employer-linked charter schools. The paper begins by explaining how the following business changes have promoted development of employer-linked charter schools: technology; globalization; escalating customer expectations; view of people as a strategic element; and extended enterprise. Discussed next are the promise of employer-linked charter schools and the natural affinity between employers and charters. Examples are then presented that illustrate the following key elements of employer-linked charter schools at work: founders' vision; learning in context and in the world; meeting workforce development needs; charters' relationship to traditional school systems; unique features of employer-linked charter schools; curriculum innovation; raising standards; assessment of student achievement; flexibility in staffing; and role models and mentoring. The paper's conclusion emphasizes the following findings regarding employer-linked charter schools: they provide compelling evidence of what charters can accomplish; they can increase the level of ownership by the business community; their relationship with public education can take many forms; they serve diverse as well as disadvantaged student populations; and they are an experiment in progress. (MN)

ED 435 814   CE 079 346

Tamkin, P.; Hillage, J.
Employability and Employers: The Missing Piece of the Jigsaw. IES Report 361.
PUB DATE- 99
NOTE- 74p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Development; Case Studies; Check Lists; Definitions; *Education Work Relationship; Employer Attitudes; *Employer Employee Relationship; *Employment Potential; *Employment Practices; *Employment Qualifications; Foreign Countries; Job Skills; Labor Force Development; Lifelong Learning; Literature Reviews; Models; On the Job Training; Personnel Management; *Training Objectives; Trend Analysis
IDENTIFIERS- Employer Role; *United Kingdom

The approaches to employability being taken by United Kingdom employers were examined in a study that included three components: a literature review to develop a definition of employability and isolate its key elements; case studies of six organizations to identify employers' approaches to employability; and examination of related literature on lifelong learning and individual responsibility for career development. Four main elements of employability were identified. The first three are analogous to the concepts of production, marketing, and sales; the fourth element is the marketplace in which they operate. The following four approaches to employability were discovered: (1) explicit recognition that there are no more jobs for life and that individuals must, therefore, prepare themselves for career transitions; (2) reduction of the pain of reducing staff size by increasing departing employees' chances of finding another job; (3) inplacement or redeployment of staff whose skills are less in demand; and (4) maximization of employee retention by enhancing employees' employability. Special attention was given to the factors driving employers' selection of an approach. A

Analysis
IDENTIFIERS- *Taiwan

In Taiwan, technology education has traditionally been covered by two courses: Craftwork and Industrial Arts (IA). At present, all students in grades 1-6 take Craftwork. At the junior and senior high school levels, IA is considered a subordinate subject, and students must elect IA or home economics. In accordance with Taiwan's new national curriculum standards, which will take effect in 1998, IA will be replaced by courses titled Living Technology (LT). At both the junior and senior high school levels, the new LT courses will emphasize the study of technology to equip youth with the living skills needed in a technological society. At present, male students take two periods of IA weekly. To reflect the value of gender equity education, all students (male and female) will be required to take both the LT and home economics courses. The present number of hours required in IA will be cut in half to accommodate the increased number of students taking the LT course. Compared with IA, LT will be more systematic and interdisciplinary and place more emphasis on higher-order thinking skills (design and problem solving processes). Implementing the transition to LT will require the retraining of IA teachers. (MN)

ED 435 834 CE 079 425

Kerka, Sandra
Self-Directed Learning. Myths and Realities No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; *Active Learning; Adult Education; *Adult Learning; *Cooperative Learning; Definitions; Disadvantaged; Educational Opportunities; Educational Trends; Group Dynamics; *Independent Study; Internet; *Learning Processes; Technological Advancement; Trend Analysis

In one school of thought, self-directed learning (SDL) is based in the autonomous, independent individual who chooses to undertake learning for personal growth. However, another school of thought stresses the social construction of knowledge and the social context of learning. Some writers challenge the exclusive emphasis on the autonomous self when discussing SDL and call for wider recognition of the interdependent and collaborative aspects of SDL. Several researchers have identified promotion of emancipatory learning and social action as a goal of SDL. However, serious obstacles to realization of SDL's emancipatory potential exist. Included among them are organizational cultures that limit learner control over the environment and the often-limited access of marginalized or low-income groups to the Internet. The speed of information proliferation and the complexities of new social networks and workplace transformation will make SDL abilities imperative. It is possible that upcoming generations, especially those for whom the Web is becoming a natural habitat, are adapting to change by developing an SDL orientation. Whether SDL is individual or collective, emancipatory or oppressive, inevitable or not, the biggest misconception may be in trying to capture the essence of SDL in a single definition. (Contains 18 references.) (MN)

LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Course Content; Entry Workers; *Graphic Arts; *Job Skills; Learning Activities; Postsecondary Education; *Printing; Secondary Education; Teaching Methods; Technical Education; Technology Education; Test Items; *Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- *Printing Presses

Part of a series of instructional materials for courses on graphic communication, this packet contains both teacher and student materials for seven units that cover the following topics: (1) offset press systems; (2) offset inks and dampening chemistry; (3) offset press operating procedures; (4) preventive maintenance and troubleshooting; (5) job ticket and cost awareness; (6) calculating paper cutting; and (7) binding and finishing. The teacher edition consists of the following elements: (1) introductory pages (a training and competency profile; a PrintEd Crosswalk that identifies competencies covered in the publication by unit number and objective, an instructional and task analysis, a reference sheet explaining the basic skills icons and classifications used in the guide, a basic skills matrix, and a tools, equipment and materials list); (2) teacher pages for each unit (suggested activities, answers to assignment sheets, written test with answers, learning activities sheet, transparency masters); and (3) page references to the student edition. The student edition includes objective sheets, information sheets, student supplements, assignment sheets, and job sheets. (KC)

ED 435 852 CE 079 447

Busby, Claude; King, Brad; Graham, James C.
Agricultural Structures. Instructor Guide and Student Reference. Volume 31, Number 1 and Number 2.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 688p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Agricultural Occupations; Behavioral Objectives; Classroom Techniques; *Construction (Process); Course Content; Entry Workers; Farm Management; *Job Skills; Learning Activities; Postsecondary Education; Secondary Education; Teaching Methods; Technical Education; Technology Education; Test Items; Units of Study; Vocational Education

This packet contains both teacher and student materials for a course on agricultural structures. The curriculum contains seven units, each containing several lessons, on the following topics: (1) working with plans; (2) home and farmstead planning; (3) building construction; (4) concrete; (5) electricity; (6) plumbing; and (7) fencing. The instructor guide includes the following instructional components:

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethics; Higher Education; *Psychological Studies; Psychology

This paper discusses the importance of ethics in psychological research. It defines the social contrast between psychological science and society as the responsibility not to do psychological or physical harm to any research participants and to do beneficial research in a way that will produce valid research. Also explored are ways in which ethical issues encountered during research activities can be handled. This paper examines the idea that squandering scientific opportunities in poorly designed and weakly analyzed research makes for bad ethics because scientific data are expensive in terms of time, effort, money, and other resources. This waste management concept is examined within the framework of four metaphorical principles. (Contains 20 references.) (MKA)

ED 435 872 CG 029 555

Adelman, Howard; Taylor, Linda
The Maternal and Child Health Bureau's Initiative for Mental Health in Schools. Report from the Summit. (Washington, DC, March 7, 1998).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Child Health; Elementary School Students; Elementary Secondary Education; *Integrated Services; *Mental Health; National Programs; Needs Assessment; Psychological Needs; *Psychological Studies; Secondary School Students; Social Problems; *State Programs; Youth
IDENTIFIERS- Office of Maternal and Child Health; *School Based Services

When the Maternal and Child Health Bureau implemented an initiative in 1995 to support mental health for school-age children and youth by strengthening the capacity of school-linked health programs to address psychosocial issues and mental health problems, two national centers and five state projects were developed. The work of projects in Kentucky, Maine, Minnesota, New Mexico, and South Carolina and the centers at the University of California, Los Angeles (UCLA) and the University of Maryland at Baltimore are outlined. Outlined are complimentary activities of the projects and national centers. For example, the University of Maryland center has created a major annual national conference dedicated to advancing school mental health. The center at UCLA collaborated with other organizations on regional and national invitational meetings designed to advance strategic objectives. Other complementary activities are seen with needs assessment and resource mapping. The Baltimore center focuses on clarifying the mental health needs of students and maps the services schools provide for meeting needs. The center at UCLA focuses on clarifying policy considerations that have resulted in fragmented and marginalized approaches to mental health in schools. The document concludes with a discussion of ways to enhance the continuing development of initiatives to foster widespread adoption in of mental health programs in schools.

support in the work environment; and, consult organizations about system dysfunctions. Themes in family counseling relating to dual career families include boundaries between self and others, expectations about roles and responsibilities, shared decision making, support, and marital intimacy. (Contains 53 references.) (GCP)

ED 435 892 CG 029 587

Hampton, Nan Zhang
Psychometric Properties of the Career Decision-Making Self-Efficacy Scale in Chinese College Students.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; *Career Choice; Career Development; College Students; Decision Making; Foreign Countries; Generalization; Higher Education; Psychological Testing; *Psychometrics; *Self Efficacy; Sex Differences; *Test Reliability; *Test Validity
IDENTIFIERS- *Career Decision Making Self Efficacy Scale; *Chinese People

This study explores the applicability of the Career Decision-Making Self-Efficacy Scale (CDMSE) to Chinese college students. The reliability and validity of the scale are examined using two independent samples (128 students from a polytechnic institute and 157 students from a teacher's college in China). The results indicate that the CDMSE is relatively reliable (r = .94) in both samples. A principal component factor analysis reveals that the CDMSE is a generalized measure of self-efficacy for career decision making. The CDMSE is not related to age, gender, and ability, but it is correlated with general self-efficacy and social self-efficacy in both samples. The implications of the findings are discussed in the context of Chinese socioeconomic environment. (Contains 15 references and 2 tables.) (Author/GCP)

ED 435 893 CG 029 590

Sales, Amos
Substance Abuse and Counseling: A Perspective. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bias; Counseling Effectiveness; *Counselor Attitudes; *Counselor Client Relationship; Counselor Performance; *Counselor Training; Drug Abuse; Drug Addiction; Drug Use; Individual Counseling; *Substance Abuse
IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders; ERIC Digests

Substance abuse is a major social problem and concern for counselors. It is the most prevalent mind disorder encompassing some 40% of the diagnoses in the DSM-IV, the number one

Orientation; Transsexuals

This paper discusses the role of counselors as advocates for lesbian, bisexual, gay, and transgendered (LBGT) individuals as encouraged by the American Counseling Association's Code of Ethics and Standards of Practice. Definitions are offered for the following terms: sexual orientation, sexual preference, gender identity, heterosexism, and transgenderism. This paper offers that there are many ways for a professional counselor to be an advocate for LBGT individuals. One way for heterosexual and traditionally gendered persons to challenge heterosexism and transgenderism is to develop awareness and knowledge about the privileges that they enjoy as heterosexual and traditionally gendered people in society. A list is provided that identifies a portion of the privileges enjoyed by heterosexual and traditionally gendered persons. It is also important for professional counselors interested in LBGT advocacy to have direct experiences with LBGT persons in a variety of professional and personal situations. This interaction provides a chance for heterosexual and traditionally gendered advocates to hone their awareness, knowledge, and skills so that LBGT persons do not always assume the lead in challenging heterosexism and transgenderism. LBGT individuals are oppressed in many ways. Because of the additive nature of multiple oppressions, people with additional nondominant cultural identities may be targets of multiple forms of persecution. Culturally competent advocates in counseling take all of a person's cultural identities into account when collaborating on advocacy strategies. A list of advocacy strategies related to internalized and externalized oppression is also provided. A list if LBGT advocacy web sites is included as well. (Contains 12 references.) MKA)

ED 435 914 CG 029 614

Hansen, Sunny
Gender-Based Advocacy for Equity and Non-violence.
PUB DATE- 99
NOTE- 14p.; Chapter 10 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Counselor Role; Counselor Training; Cultural Differences; History; Intervention; *Sex Differences; *Sex Fairness; Sex Role; Violence
IDENTIFIERS- Social Barriers

Should counselors today be concerned about gender roles and gender-based issues? Haven't gender-based problems been solved by the extensive interventions of the last 25 years? The answers to these questions are a resounding yes to the first and no to the second. This paper examines gender advocacy, and the values assumptions undergirding it, largely in relation to equity and non-violence. Advocacy strategies and resources are presented throughout the paper. This paper also discusses the need for gender-based advocacy, barriers based on gender, and mixed signs of progress. A rationale for advocacy, the historical context of gender, a systems intervention strategy, gender advocacy across cultures, interventions for boys and men, gender-based advocacy strategies, continuing advocacy for girls and women, new advocacy for boys and men, and strategies in counselor education are also examined. An ultimate ideal or goal for gender advocacy is to awaken "critical consciousness" of the importance and power of gender in one's life, of how it celebration in acknowledgement of Martin's pioneer efforts for women in the field of psychology. Psychophysics was concerned with the quantitative assessment of sense perceptions. Her dissertation work began by measuring different thresholds in weight perception to demonstrate that psychophysical measurements can be made to establish sensitivity to stimulus differences. In an attempt to determine differences to stimuli, Martin and her mentor, Georg Elias Muller, investigated factors that could affect the results of these measurements. Circumstances interfered with her completion of her work in psychophysics. She went on to contribute other research to the field of psychology. (JDM)

ED 435 934   CG 029 638

Doll, Beth; Zucker, Steve; Brehm, Katherine
ClassMaps: Reliability and Validity of a School Wide Mental Health Consultation Program.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Convention and Exposition of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Disabilities; Elementary Secondary Education; *Exceptional Child Research; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; School Psychologists; Schools
IDENTIFIERS- Peer Modeling

A lack of supportive infrastructures in regular education classrooms can cause students with disabilities to flounder. Moving students with disabilities into inclusive classrooms has meant that special educators have less control over managing the factors that foster student success. "ClassMaps" is a strategy for reinstating supportive elements into regular education classrooms that contain students with disabilities. It seeks to enhance academic and vocational success and reduce the need for pull-aside services for a large number of students with disabilities by raising the social and affective quality of the full-inclusion classrooms. It is a whole class mental health consultation model that makes the social and emotional elements of classrooms visible so that educators can assess the impact of affective supports they provide. Early experiences with the "ClassMaps" model have provided promising evidence of the probes' utility and value. The evidence suggests that the consultation model is useful to teachers solving real problems of practice that occur within their schools. Results do show a need for revision of the Peer Relationship probe to insure broader dispersion of scores, enhanced representation of isolation as well as conflict issues, and enhanced reliability. (Contains 97 references.) (JDM)

ED 435 935   CG 029 639

Andres, E. A.; Gilman, David
An Examination of Attitudinal Differences Concerning Teenage Sexuality: The Impact of Gender and Divorce.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 435 956 CG 029 662

Fraser, Esther; Mallek, Chris; Sigourney, Donna; Watland, Millie
Strategies To Improve Student Motivation To Complete Homework Assignments.
PUB DATE- 99
NOTE- 84p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance Patterns; *Change Strategies; Educational Strategies; Elementary Secondary Education; Family School Relationship; *Homework; Intervention; Organization; Outcomes of Education; Parent Participation; Program Development; *Student Motivation; Student Responsibility; Teachers
IDENTIFIERS- United States (Midwest)

This paper describes a program designed to increase student motivation to complete homework assignments. The targeted population consisted of 3rd, 4th, 9th, and 10th grade students attending schools in the Midwest. Analysis of probable cause data reveals that parental involvement can be insufficient and misdirected. Homework can lack relevance to content material, skills, and students' lives. Students may lack organizational skills and homework strategies to complete homework assignments. Data also indicates that poor student attendance can influence homework completion. A review of solution strategies resulted in the selection of two major categories of intervention: direct instruction of organizational and homework strategies, and the development and implementation of individualized student homework contracts to increase student motivation to complete homework assignments. A comparison of the results of the pre-and post-intervention surveys was mixed. Post-intervention data at the high school sites showed that the homework completion rate did not change significantly. Although the results at the high school were not dramatic, the interventions for some individual students were extremely effective. All sites believed that the most successful and influential parts of the intervention for students was to stress the teaching of homework and organizational skills coupled with increasing parental involvement. (Contains 28 references, 11 appendixes, and 6 figures.) (JDM)

ED 435 957 CG 029 664

Levinsohn, Mary; Klyap, John M.
Improving Social Competence in a Middle School.
SPONS. AGENCY- National Education Association, Washington, DC.; Howard County Education Association, Ellicott City, MD.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Las Vegas, NV, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Behavior Problems; *Interpersonal Competence; Middle Schools; Needs Assessment; Program Evaluation; Program Implementation; Theory Practice Relationship

This paper describes the implementation and evaluation of a social competence promotion program conducted in the sixth

Suggested areas for application of this system include: (1) monitoring reading program goals; (2) making decisions about reading programs; (3) communicating with parents to include them in education; (4) helping students set appropriate learning goals; (5) challenging the best readers; (6) improving students' reading fluency; (7) teaching learning strategies by controlling comprehension match; and (8) targeting instruction to students' abilities. Contains 5 references. (EF)

ED 435 977   CS 013 754

Stenner, A. Jackson
Measuring Reading Comprehension with the Lexile Framework.
PUB DATE- 96
NOTE- 29p.; Paper presented at the North American Conference on Adolescent/Adult Literacy (4th, Washington, DC., February 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Sciences; Computation; Evaluation Research; Higher Education; *Measurement Objectives; Norms; Physical Sciences; *Readability Formulas; *Reading Achievement; *Reading Comprehension; Reading Research; *Research Methodology
IDENTIFIERS- *Lexile Scale of Reading; Rasch Model

This paper shows how the concept of general objectivity can be used to improve behavioral science measurement, particularly as it applies to the Lexile Framework, a tool for objectively measuring reading comprehension. It begins with a dialogue between a physicist and a psychometrician that details some of the differences between physical science and behavioral science measurement. Building on these distinctions, a definition of measurement is offered that describes what goes on in the physical sciences and represents an attainable ideal of what should go on in the behavioral sciences. This definition of measurement is formalized in an equation that turns out to be the Rasch model, with the important difference that indicant calibrations are obtained via theory, not data. Through the use of theory-based calibrations, a generally objective estimation of the measure parameter in the Rasch model is achieved. The paper then examines the differences between local objectivity obtained with the Rasch model and general objectivity obtained with a theory-enhanced version of that model. Next, it reports on a 10-year study of reading comprehension measurement that implemented the concept of general objectivity through the development of the Lexile Framework. Finally, it summarizes several of the benefits of objective measurement and general objectivity as they might be realized in the measurement of constructs other than reading comprehension. Contains 52 references, and 4 tables and a figure of data. (EF)

ED 435 978   CS 013 755

Stenner, A. Jackson; Burdick, Donald S.
The Objective Measurement of Reading Comprehension: In Response to Technical Questions Raised by the California Department of Education Technical Study Group.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Depression (Psychology); *Interpersonal Communication; *Stress Variables; *Student Characteristics; *Student Needs; *Student Problems; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Community Ties

This paper considers the student population in the two year college, their problems, and the factors affecting their success. Stress, among these students, takes all kinds of different forms and is derived from all kinds of different sources. Today's students live in a world of casual isolation and anonymity; they do not have the family ties that many of their professors had when they were young, or the friends, or the financial support networks. Today's accepted model is individuality, singularity, anonymity, but with this individuality comes stress, a kind of stress that older adults have never really had to face. The paper quotes Dr. Martin Seligman who writes that severe depression is 10 times more prevalent today than it was 50 years ago and that sexual abuse is also increasing rapidly. These stressful conditions appear in college classrooms as behavior and motivation problems. It finds that stress makes a bad situation even worse; stress creates stupidity, whether behavioral, physical, or psychological. In an environment where education has become an economic commodity for "holding your own" amidst the changing technology, there is seldom the time, or opportunity, for building or burnishing the social skills, let alone the concept of community, that might help a student become a more complete person. Contains 5 notes and a 23-item bibliography. (NKA)

ED 436 000   CS 216 936

Kaufman, Laurie R.; Wiencek, B. Joyce
Capturing the Impoverishment (Richness) of Kindergartners' Writing in Contexts with Limited Teacher Scaffolding.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (49th, Orlando, FL, December 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Writing; Classroom Environment; *Emergent Literacy; *Journal Writing; Kindergarten; Primary Education; Teacher Behavior; Teacher Student Relationship; *Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- *Writing Habits; *Writing Quality; Zone of Proximal Development

A study examined children's writing development in two kindergarten classrooms during the course of a school year, with particular consideration to context, teacher-provided support, and characterization of students' writing. The study was based on the theoretical concepts of writing-as-play and writing-as-exploration, as well as emergent literacy theory and a sociocultural approach to teaching and learning. Subject were 8 children in a morning kindergarten class and 9 children in an afternoon class. Findings related to classroom context suggest: primary teacher support was a post-writing strategy utilizing students' zones of proximal development; teachers made little intervention to improve student's writing quality through modeled or shared writing; very little group interaction or writing audience was observed; and journal writing was the

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; Learning Strategies; *Parent Materials; *Parent Participation; Parent School Relationship
IDENTIFIERS- Colorado

This guide describes ways that parents can help improve student achievement and school quality. It answers such questions as how to choose the right early-education opportunity for a preschooler, how to make sure a 5-year-old is ready for school, how to help a daughter do well in school, how to work with a daughter's or son's teachers, how to help a preteen develop strong values and character, how to help a teenager resist negative peer pressure, and how to be a strong role model for children. The guide discusses the need for parents to be engaged in their children's education and suggests four key roles for parents: create a home environment that promotes learning; provide extra services and support to students; work to make the system more responsive to all families; and serve on school committees and actively participate in efforts to improve school quality. The text also provides tips for helping children to become readers, grouping these suggestions by the age of the children. It discusses ways to motivate children to learn mathematics, such as using math to solve everyday problems, and offers suggestions for making schools safe so that all children can learn in a nonthreatening culture. (RJM)

ED 436 023 EA 030 129

Godshall, Deb
School Finance as a Tax Policy Tool. Colorado Legislative Council Staff Issue Brief, Number 97-6.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; School District Spending; State Aid; *Tax Effort
IDENTIFIERS- *Colorado

This brief examines two components of Colorado's school-finance act: state aid and local property taxes. It describes how the Department of Education accounts for about 41 percent of the state General Fund appropriations, the vast majority of which is used for the school-finance act. Roughly 10 years ago, the General Assembly set property taxes for school finance--taxes were based on the idea that most districts should impose the same levy, a so-called uniform levy. However, the General Assembly used a variety of methods to determine that levy and included the mill levy in the statutes. Because these limits are now the driving factors in school-finance property taxes, any change in assessed values influences changes in property taxes. When assessed values are relatively stable statewide, property taxes can be expected to remain relatively constant. Changes in property taxes follow the reassessment cycle, which occurs every 2 years, thus creating a "sawtooth" effect in tax revenue. While property taxes have been increasing over the past 10 years, school-district mill levies have been declining and have become more disparate. Even so, changes in property taxes in recent years more closely follow the inflation rate a coordinated, statewide, regional education delivery system for students who are deaf or hard-of-hearing; (2) criteria for quality deaf and hard-of hearing programs should be implemented; (3) programs servicing children who are deaf or hard-of-hearing should have standards, assessment, and accountability for student achievement; (4) the California Department of Education, institutions of higher education, the California Commission on Teacher Credentialing, and other agencies should collaborate to recruit and train staff; (5) a system of parent and community education and involvement should be established; and (6) the current funding system should be modified to provide sufficient resources for a quality education for students who are deaf or hard-of-hearing. Appendices include a concurrent resolution passed by the California assembly addressing the development and evaluation of pilot programs for pupils with low incidence disabilities, and findings from a study on the education of students who are deaf or hard-of-hearing. (CR)

ED 436 043   EC 307 506

Hemmeter, Mary Louise; Schuster, John
PROJECT STEPS: Sequenced Transition to Education in the Public Schools. National Outreach Project. Final Evaluation Report, 1996-1999.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; *Disabilities; Infants; Models; Preschool Children; Preschool Education; Program Design; Program Effectiveness; State Programs; *Technical Assistance; Toddlers; *Training Methods; *Transitional Programs

This final report discusses the outcomes of Project STEPS (Sequenced Transition to Education in the Public Schools), an outreach project designed to provide training and technical assistance to states and territories in the development of a statewide transition system for children with disabilities, birth through 5 years of age. The focus of the project is to provide assistance in the development of state policy, a statewide training and technical assistance network, and model local sites for the purpose of establishing a community-wide interagency transition system using the STEPS model and adopted state policies. Outcomes of Project STEPS included: (1) successful facilitation of the development of a statewide transition system in the states of Kentucky, Tennessee, Georgia, North Carolina, and Delaware; (2) provision of liaison support to transition coordinators in states that implemented the STEPS model and funded positions to institute the efforts initiated through this project; (3) hosting a transition forum on an annual basis that included state transition teams from 13 states and territories; and (4) development and dissemination of an annual report from the transition forum that describes issues and strategies for state system development. (CR)

ED 436 044   EC 307 507

Klin, Ami; Volkmar, Fred R.
Asperger Syndrome: Treatment and Intervention. Some Guidelines for Parents.
PUB DATE- 96
NOTE- 13p.

Cochlear Implants; Communication Disorders; Communication Skills; Disability Identification; Elementary Secondary Education; Language Acquisition; Language Impairments; *Learning Disabilities; Memory; Metacognition; Perceptual Impairments; Speech Impairments; *Speech Language Pathology; Speech Therapy; *Symptoms (Individual Disorders); *Teaching Methods
IDENTIFIERS- *Central Auditory Processing Disorders

This book offers the latest available information on central auditory processing disorders (CAPDs) drawn from a State University of New York at Buffalo conference on CAPDs in September of 1996. It is divided into three parts: introduction, management approaches, and specific methods and populations. Chapters include: (1) "Overview and Update of Central Auditory Processing Disorders" (Nancy A. Stecker); (2) "A Neuroscience View of Auditory Training/Stimulation and Central Auditory Processing Disorders" (Frank E. Musiek and Brenda E. Berge); (3) "The Relationship between Attention Deficit Hyperactivity Disorder, Central Auditory Processing Disorders, and Specific Learning Disorders" (Warren D. Keller); (4) "Metacognitive Approaches To Managing Central Auditory Processing Disorders" (Gail D. Chermak); (5) "Memory and Attention Processing Deficits: A Guide to Management Strategies" (Larry Medwetsky); (6) "Application of FM Technology to the Management of Central Auditory Processing Disorders" (Ramona L. Stein); (7) "The M3 Model for Treating Central Auditory Processing Disorders" (Jeanane M. Ferre); (8) "Speech and Language Management of Central Auditory Processing Disorders" (M. Gay Masters); (9) "The Fast ForWord Program: A Clinician's Perspective" (Theresa M. Cinotti); (10) "Is Auditory Integration Training an Effective Treatment for Children with Central Auditory Processing Disorders?" (Karen A. Yencer); (11) "Central Auditory Processing Assessment and Therapeutic Strategies for Children with Attention Deficit Hyperactivity Disorder" (Kim L. Tillery); (12) "Management of Adolescents and Adults with Central Auditory Processing Disorders" (Jane A. Baran); and (13) "Central Auditory Processing and Cochlear Implant Therapy" (Jack Katz). (Chapters include references.) (CR)

ED 436 063   EC 307 527

Gibb, Gordon S.; Dyches, Tina Taylor
Guide To Writing Quality Individualized Education Programs: What's Best for Students with Disabilities?
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Planning; Educational Strategies; Elementary Secondary Education; *Individualized Education Programs; *Needs Assessment; Program Development; Records (Forms); Student Evaluation; Student Needs; Student Participation; Student Placement; Teacher Role; Teamwork

Presented in a question-and-answer format, this guide provides information to assist teachers of students with disabilities in writing quality Individualized Education Programs (IEPs). Following an introduction explaining the purposes of the IEP, the guide is organized around seven important steps in creating

Materials; *Language Maintenance; *Second Language Instruction; Second Language Programs; Teaching Guides; Uncommonly Taught Languages
IDENTIFIERS- Alberta; *Sarcee

Nanagusja is a Tsuut'ina (Sarcee) language development program designed to complement the Tsuut'ina community's endeavors to revive and maintain the Tsuut'ina language. It is also anticipated that Nanagusja will have a positive effect on the affective, cognitive, and psychomotor development of the Tsuut'ina youth who are exposed to this resource. The program is composed of 10 videoprograms, a teacher's guide, and a unit plan book. The teacher's guide, presented here, is designed to help teachers structure lessons and make material in the unit plan book more accessible to students. It includes the following sections: Resource Description (Videotapes, Teacher's Guide, Unit Plan Book); Program Statement (Rationale, Nanagusja Philosophy, General Goals, Statement of Content); Specification of Content (Cultural Content, Evaluation of Cultural Learning, Issues in the Teaching of Culture); Language and Language Development (What Is Language, Language Development and Acquisition, Communicative Competency, Language Variants, Literacy, Orthography); Guidelines for Implementation (Overview of Methodology, Minimum Requirements for Success); Guidelines for Planning (Unit Planning, Lesson Planning); Methodology (Introduction, Proposed Core Teaching Techniques); four appendices (Language Learning, Sample Lessons for Unit 1, Sample Lessons for Unit 2, Games); footnotes, and a 39-item bibliography. (KFT/JLR)

ED 436 085   FL 026 041

Soto, Lourdes Diaz; Smrekar, Jocelynn L.; Nekcovei, Deanna L.
Preserving Home Languages and Cultures in the Classroom: Challenges and Opportunities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.; Published only one time per year. Available only online.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Cultural Maintenance; Cultural Pluralism; Elementary Secondary Education; English (Second Language); Heritage Education; Intercultural Communication; *Language Maintenance; Language Minorities; *Multicultural Education; Multilingualism; Native Language Instruction; Second Language Instruction; Second Language Learning

Decades of research document the powerful academic and socio-affective benefits of a strong home language base and affirmation of home language and culture as a valuable resource. This article explores the implicit challenges, daily realities, opportunities, and practical implications of incorporating language and culture into classrooms as they relate to culturally and linguistically diverse language learners. It describes the daily realities faced by teachers, students, families, and communities, and then offers practical advice for all classroom educators. The following suggestions are given: accept the premise that children are members of diverse family and community systems bringing multiple gifts of students. (Contains 14 references.) (SM)

ED 436 102 FL 026 086

Matsunaga, Tad
Contrastive Rhetoric and Japanese English Students' Expository Writing Style.
PUB DATE- 99
NOTE- 251p.; Master of Arts Thesis, Biola University.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Students; *English (Second Language); *Expository Writing; Foreign Countries; High School Students; High Schools; Higher Education; Second Language Instruction; Second Language Learning; Secondary Education; *Writing Skills
IDENTIFIERS- *Contrastive Rhetoric; Japan; *Writing Style

Contrastive rhetoric can help English teachers of native Japanese speaking students to better understand cultural and first language influences which affect the acquisition of English expository writing skills. An awareness of the Japanese expository writing style called "delayed introduction of purpose," which can cause problems in coherence for English-speaking readers who expect either a general to specific or a specific to general style, can enable English as a Second Language writing teachers to create or adapt lessons that will be appropriate for their Japanese students. This study follows the work of the late John Hinds, whose contrastive rhetoric research showed that Japanese writing uses a delayed introduction of purpose pattern that does not match any English rhetorical pattern. The study examines essays written by Japanese English students in Japan and in the United States for evidence of a Japanese writing style. Pedagogical applications are addressed, and an annotated bibliography is presented for English as a Second Language teachers. (Contains 81 references.) (SM)

ED 436 103 FL 801 279

LaRue, Charles
Reduce, Reuse, Recycle: An ESL Textbook/Workbook In Four Volumes : (1) Teaching Guide; (2) Edition A. Key Vocabulary Words Translated into 6 Languages: Hmong, Laotian, Korean, Cambodian, Vietnamese, Chinese; (3) Edition B. Key Vocabulary Words Translated into 6 Languages: Spanish, Somali, Russian, Farsi, Bosnian, Arabic; (4) Edition C. Key Vocabulary Words Translated in 6 Languages: Spanish, Russian, Bosnian, Somali, Vietnamese, Hmong.
PUB DATE- 98
NOTE- 348p.; Also in Farsi (Persian) and Bosnian (Serbocroatian).
LANGUAGE- Hmong; Lao; Korean; Cambodian; Vietnamese; Spanish; Arabic; Russian; Somali; Chinese
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arabic; Bilingual Students; Cambodian; Chinese; Conservation (Environment); Elementary Secondary Education; *English (Second Language); Hmong; Korean; Lao; Persian; Pollution; *Recycling; Russian; Second Language Learning; Serbocroatian; Somali; Spanish; Vietnamese; *Wastes
IDENTIFIERS- Composting; Hazards

Each of these three separately-published textbook/workbook definition of terms. The next section addresses challenges in creating the site, including the instructor's lack of knowledge about creating a Web site, the amount of time involved, and cost; student involvement in order to overcome some of these obstacles is also covered. Copyright, specifically the legality of reproducing images and articles on the Web, is considered in the fourth section. The fifth section discusses student feedback and presents results of a poll of the class to determine use of the Web site, including frequency of use, method of access, and general response. It is concluded that the project was a success for all concerned. (MES)

ED 436 124 IR 019 747

Saad, Ashraf; Uskov, Vladimir L.; Cedercreutz, Kettil; Geonetta, Sam; Spille, Jack; Abel, Dick
Faculty Collaboration on Multidisciplinary Web-Based Education.
PUB DATE- 99
NOTE- 6p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); College Faculty; Computer Software; Computer Uses in Education; Cooperative Programs; Courseware; Curriculum Development; *Distance Education; Educational Technology; *Faculty Development; Higher Education; Instructional Design; *Instructional Development; Interdisciplinary Approach; Material Development; *Teacher Collaboration; Training; World Wide Web
IDENTIFIERS- *Course Development; University of Cincinnati OH

In 1998, faculty members at the University of Cincinnati started a project as an interdepartmental collaboration to investigate the use of World Wide Web-based instructional (WBI) tools. The project team included representatives from various areas such as information engineering technology, mechanical engineering technology, chemical technology, professional practice and career placement, and humanities and social science, thereby providing an objective multi-disciplinary performance of the project and evaluation of its result. The project goal was to form a kernel of instructors who acquired the know-how of distance education (DE), including Web-based education (WBE) and WBI tools and were, therefore, ready to provide faculty development on the use of WBI tools and WBE through a series of workshops and training seminars. Activities included individual faculty development, regular faculty interdepartmental group discussions, hands-on training and workshops/seminars, and team-working/peer-to-peer mentoring. Main project outcomes included: faculty "brainware" on DE systems, including identification of various aspects of DE and WBE systems worldwide; and faculty "brainware" on WBI tools, including identification of features and capabilities of various WBI tools that can enable an instructor to design, develop, maintain, and manage WBE curricula and courses. (MES)

ED 436 125 IR 019 748

Wilson, Carol W.
Portrait of the Early-Adopter: Survey of Instructors of WWW Courses, Spring 1998.
PUB DATE- 99

processing style groups. The subjects interacted with the A.g.i.l.e. Resource(TM) trainer program to complete open-ended and closed-ended tasks. Significant differences were found among groups in navigational depth patterns; right dominant information processing style subjects accessed significantly more new nodes than left dominant subjects. There was a significant relationship between information processing style and navigational path patterns; right dominant subjects followed significantly more linear paths than integrated subjects. There was a significant relationship between information processing styles and navigational method patterns; left dominant subjects employed significantly more analytical methods than right dominant subjects, and integrated subjects used significantly more analytical methods than right dominant subjects. Results indicate that information processing style plays an important role in how an individual interacts with hypermedia systems. (Contains 77 references.) (Author/MES)

ED 436 144   IR 019 769

Charnitski, Christina Wotell; Harvey, Francis A.
Integrating Science and Mathematics Curricula Using Computer Mediated Communications: A Vygotskian Perspective.
PUB DATE- 99
NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. For related document, see ED 423 837.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Concept Formation; *Curriculum Development; Educational Technology; *Educational Theories; Grade 5; Instructional Development; *Integrated Curriculum; Literature Reviews; *Mathematics Curriculum; Mathematics Instruction; Middle Schools; National Standards; *Science Curriculum; Science Instruction; Theory Practice Relationship; Thinking Skills
IDENTIFIERS- Conceptual Frameworks; *Vygotsky (Lev S)

This paper presents the theories of L.S. Vygotsky as a conceptual framework for implementing instruction that supports concept development and promotes higher level thinking skills in students. Three major components (i.e., language, scientific and spontaneous concepts, and the zone of proximal development) of Vygotsky's socio-cultural-historical theories of learning are considered. The relationship of these components to the commonalities evidenced in the mathematics and science standards that suggest the efficacy of integrated curricular activity are then discussed. Next, the characteristics of computer-mediated communication (CMC) are presented, and the rationale for its use in an integrated mathematics and science curriculum is discussed. Finally, a current project is outlined that uses CMC as a facilitating technology for an integrated fifth-grade mathematics and science curriculum that is consistent with both a Vygotskian approach to learning and the mathematics and science standards. (Contains 41 references.) (MES)

ED 436 145   IR 019 770

for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Designers; Higher Education; Inservice Teacher Education; *Instructional Design; Instructional Development; Literature Reviews; Masters Programs; Models; Reflective Teaching; *Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Reflective Inquiry

This paper presents the results of the implementation of an instructional approach that supports teachers' learning of instructional design (ID) and honors their beliefs and concerns within the ID process; participants included two instructors and 23 practicing K-12 teachers enrolled in an instructional design course as part of a masters program. The theoretical framework that supports this inquiry is presented, including how ID is viewed and consequently taught (the designer's view), how ID is used by teachers (the teacher's perspective), collaboration between teacher and designer, and teacher inquiry into their teaching. The research method is described, including the co-participatory, reflexive approach to instruction, in which all participants were viewed as learners who continually reflected and appraised joint efforts at teaching and learning ID. Findings are summarized and related to ways that teachers used to describe and represent their practice in ID projects, personal ID models, and course evaluation. How the co-participatory approach helped teachers and designers to learn from each other is discussed. (Contains 50 references.) (MES)

ED 436 164 IR 019 789

Guan, Yi; Wang, Jianjun; Young, Michael; Owen, Steve; Andrew, Richard
Motivation: Goals, Agency Beliefs, and Emotions in Web Assisted Learning.
PUB DATE- 99
NOTE- 13p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. Figures and appendixes B and C may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Beliefs; Biology; Correlation; Educational Theories; Higher Education; Questionnaires; Science Instruction; *Student Educational Objectives; *Student Motivation; Student Surveys; Tables (Data); *World Wide Web
IDENTIFIERS- *Emotions; Learning Environments

This study first examined the motivation construct with personal goals, agency beliefs, and emotions in a World Wide Web assisted learning environment. It also investigated the influence of personal goals, agency beliefs, and emotions on the students' learning achievement from fundamental biology courses assisted with Web pages. Finally, it examined the relationships among personal goals, agency beliefs, and

PUB DATE- 99
NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Content Analysis; *Cooperative Learning; Cooperative Programs; Creative Activities; *Cultural Activities; *Cultural Awareness; *Cultural Differences; Distance Education; Elementary School Students; Foreign Countries; Grade 4; Instructional Effectiveness; *Intercultural Programs; Intermediate Grades; International Programs; Learning Activities; Poetry; Questionnaires; Student Surveys; *Team Teaching; Teleconferencing
IDENTIFIERS- College Station Independent School District TX; Mexico (Mexico City); United States; Video Teleconferencing

This case study reports on collaborative activities among four fourth grade teachers and their students over a year and explores the effectiveness of distance learning for international team teaching. Two classes in Mexico City conducted school activities with two classes in College Station (Texas). Researchers examined: school activities that successfully bring children of Mexican and Texan cultures together to learn with, about, and from each other; similarities and differences in language skills and pastimes between the children of both cultures; and prevailing impressions Mexican and Texan children had of each other prior to their distance learning activities. Activities were designed to help the students understand each other's cultures by walking in each other's footsteps. The investigation relied on arts-based case study methods. Content analyses were conducted of lesson plans and observations, students' poems about the other nation, students' stories about a day in the life of a child in the other culture, student questionnaires, students' collages, and student self-profiles. Mexican children had enough experience of U.S. culture to accurately describe it in poetry. Most Texan children had little knowledge of Mexico and had to write about their own culture, create an imaginary place, or refer to stereotypes in order to create a poem. (Author/ MES)

ED 436 183 IR 019 808

Maushak, Nancy; Wigans, Lynn Manternach; Bender, Caryl
Technology, Teaching, and Learning in Iowa High Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Change; *Educational Technology; High Schools; Interviews; Program Evaluation; Qualitative Research; State Surveys; Use Studies
IDENTIFIERS- Barriers to Implementation; Iowa Distance Education

College; and Letters of Support for Folsom Lake College. Contains 24 references. (VWC)

ED 436 202 JC 000 017

Proposed Construction of the Lompoc Valley Center in the Allan Hancock Joint Community College District. A Report to the Governor and Legislature in Response to a Request from the Chancellor's Office of the California Community Colleges.
PUB DATE- 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; Community Colleges; *Educational Development; *Educational Facilities Planning; Educational Finance; Educational Needs; Educational Planning; Educational Policy; *Long Range Planning; Program Proposals; School Construction; State Aid; State Colleges; State Regulation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Allan Hancock Joint Community College District CA

The Allan Hancock Joint Community College District proposes establishing a permanent educational center in the Lompoc area of Santa Barbara County, primarily to consolidate its current outreach operations in the area but also to accommodate anticipated enrollment growth in the area. Donated by the United States Army, the 155-acre site will be given by the City of Lompoc to the Allan Hancock District. The California Postsecondary Education Commission bases its eight conclusions and two recommendations on its recently revised Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers (1992c), which require an analysis of enrollment projections, alternatives, serving the disadvantaged, academic planning, accessibility, effects on other institutions, environmental impact, and economic efficiency. The Commission has concluded that the proposal satisfies all criteria for approval, and thus it offers two recommendations in the report: (1) the Lompoc Valley Center should be approved as an educational center of the Allan Hancock Joint Community College District; and (2) the Lompoc Valley Center should become eligible for State capital outlay funding as of the 1993-94 fiscal year. Appended in this report are the Board of Governors' Agenda Item 17, September 10-11, 1992; and Letters of Support for the Lompoc Valley Center. Contains 14 references. (VWC)

ED 436 203 JC 000 018

Proposed Establishment of the Vacaville Higher Education Center of the Solano County Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges.
PUB DATE- 93
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Campus Planning; Community Colleges; *Educational Development; *Educational Facilities Planning; Educational Finance; Educational Needs; Educational Planning; Educational Policy; *Long Range Planning; Program Proposals; School Construction; State Aid; State Colleges; State Regulation;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Community Colleges; Educational Administration; *Educational Improvement; Educational Needs; Educational Planning; Educational Policy; Educational Practices; Educational Quality; *Institutional Evaluation; Quality Control; School Effectiveness; *Standards; Two Year Colleges
IDENTIFIERS- *San Joaquin Delta College CA

This report represents the findings of the evaluation team that visited San Joaquin Delta College on March 25-28, 1996 for the purpose of validating the college's application for reaffirmation of accreditation. Overall, the team was impressed with the high level of quality inherent throughout the college. However, the team identified a number of institutional shortcomings relative to the accreditation standards. Findings are detailed in the responses to the recommendations of the previous team, observations, conclusions and recommendations under each of the eight standard areas, which are institutional integrity, purposes, planning and effectiveness; educational programs; student services and the co-curricular learning environment; faculty and staff; library and learning resources; physical resources; financial resources; and government and administration. The most serious shortcomings which must be addressed by the college are outlined as follows: The college has made little or no progress in responding to many of the recommendations identified in the 1990 Accreditation Evaluation Report. Because of conflicts over shared governance, a growing list of planning, evaluation, and decision-making issues are not being effectively addressed. A systematic and integrated process of planning and evaluation, which involves all segments of the campus community and influences the acquisition and allocation of resources, does not exist. (VWC)

ED 436 223 JC 990 693

Retention, Graduation and Transfer Rates at Maryland Community Colleges.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Black Students; College Freshmen; *Community Colleges; Educational Attainment; *Full Time Students; *Graduation; *School Holding Power; Student Educational Objectives; Student Placement; Tables (Data); *Transfer Students; Two Year Colleges
IDENTIFIERS- *Maryland

This report contains the second, third, and fourth year retention, transfer, and graduation patterns at each Maryland public community college for all first-time, full-time students and African-American first-time, full-time students for the entering classes from 1985 to 1994. The following highlights are presented: the four-year success rates of new full-time freshmen, measured by the percentage of those earning a degree or certificate or transferring to a public four-year campus, has steadily declined since 1989. The same pattern emerged among full-time African American community college students. This decline resulted from a sharp drop in the number of African Americans who transferred to a public four-year campus. The four-year success rates of full-time African American community college students have consistently and substantially renaming structures. Chapter two, "Pretend Play," examines the storytelling genre mode and socio-dramatic play moves. Chapter three, "Changing Roles," examines objects and roles, and choosing identities. Chapter four, "The Ogre: A Melanesian Cyclops," examines ogres in Melanesian literature and narrative conventions and imagination. Chapter five, "The Trickster: A Melanesian Enantiomorph," addresses paradigms of pretence and imagination. Research transcripts are appended. Contains a 382-item bibliography. (SD)

ED 436 240 PS 028 033

Moriarty, Viv; Siraj-Blatchford, Iram
An Introduction to Curriculum for 3 to 5 Year-Olds.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Development; *Curriculum Development; Day Care; *Early Childhood Education; Family School Relationship; Foreign Countries; Models; Parent Participation; Preschool Children; *Preschool Curriculum; Preschool Education; Student Evaluation; Teacher Student Relationship
IDENTIFIERS- Adult Child Relationship

Written for education students and early childhood practitioners who are implementing the Desirable Outcomes in programs in England and Wales, this book is a guide to planning the curriculum in the early years. The book is designed to be used in a range of settings, including playgroups, nurseries, and reception classes. The book considers several curriculum models in conjunction with the Desirable Outcomes. The guide identifies curriculum strategies that take into account differences in locality and context; it also explores cross-curricular themes such as citizenship and diversity, as well as ways to foster social skills and emotional development. The book further includes practical models for assessing children's abilities and valuing their achievements, and considers continuity and progression to school and the links between home and the early years settings. (Contains 105 references.) (KB)

ED 436 241 PS 028 036

Hannikainen, Maritta; van Oers, Bert
Signs and Problems of Togetherness in a Community of Learners.
PUB DATE- 99
NOTE- 42p.; Paper presented at the Annual EECERA (European Early Childhood Education Research Association) Conference (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; Cooperative Learning; Elementary School Students; Foreign Countries; Group Activities; *Group Behavior; *Group Dynamics; Group Experience; *Group Unity; Groups; Primary Education
IDENTIFIERS- *Learning Communities; *Togetherness; Vygotsky (Lev S)

The social and collective aspect in human activities has become have expanded knowledge of how young children perform, perceive, and create music and thus develop their natural inclination to make music. The review summarizes findings from research of music performance, including vocal development and song acquisition and rhythm and movement. Also discussed are findings from research on music perception and cognition, focusing on pitch and rhythm. The affective development of children's musical inclinations is also examined, including appreciation, attitudes, interests, and preferences. Findings are presented from research on musical creativity and play. The review notes that research findings provide vital information for sequencing early childhood music curricula in which young children develop musical perception and cognition, and acquire music skills and musical values. The review maintains that some areas are underresearched, such as the development of preferences for popular music, the relationship between conceptual/cognitive development and skill development, and the transition from elemental musical play to refined creative performance. The review concludes with a glossary of music terms. (Contains approximately 143 references.) (KB)

ED 436 259 PS 028 095

Seefeldt, Carol
Art for Young Children.
PUB DATE- 99
NOTE- 18p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Education; Art Expression; Art Materials; *Childrens Art; Early Childhood Education; *Elementary School Curriculum; *Preschool Curriculum; Theories; Theory Practice Relationship

Responding to children's natural interest in creating art, early childhood educators have historically given the visual arts an honored place in the curriculum. Even in the 1980s and 1990s, as the push for earlier academic skill development increased, art continued its centrality in programs for young children. This chapter offers teachers theory and research to support the inclusion of art in the curriculum. The chapter begins with an overview and critique of the theories of children's art, including developmental, cognitive, psychoanalytic, and perceptual theories. The chapter then discusses the implications of the different theories for teaching art to young children. Theories and direct action are discussed, including the selection of artistic materials, art content, and teaching strategies. The chapter also considers the impact of societal forces in questioning the role of visual arts for young children, values inherent in art instruction, and the use of technology to integrate art into the total curriculum. (Contains 66 references.) (KB)

ED 436 260 PS 028 096

Soto, Lourdes Diaz
The Multicultural Worlds of Childhood in Postmodern America.
PUB DATE- 99
NOTE- 26p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

stressing the holidays, and holidays in different cultures (Nov-Dec). Features appearing regularly include "Helpful Hints," "Toddler Time," "In the Book Corner," and reproducible pages of activities for parents. (KB)

ED 436 278 PS 028 120

Broberg, Anders G.; Wiberg, Charlotta; Gyland, Patrik; Ramsby, Louise; Bohlin, Gunilla; Rydell, Ann-Margret
Are the Correlates of Children's Internal Working Models of Attachment Gender Specific?
PUB DATE- 99
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attachment Behavior; *Children; *Cognitive Development; *Emotional Development; Empathy; Foreign Countries; *Interpersonal Competence; Models; Parent Child Relationship; Q Methodology; *Sex Differences

Noting that gender may be an important issue when studying relations between attachment and social functioning, four studies explored whether the relationship between children's internal working models of attachment and their general functioning was gender specific. A total of 246 children, ages 5 to 10 years, were given the Separation Anxiety Test (SAT) and various measures of intelligence and social competence, including the Peabody Picture Vocabulary Test and the Progressive Matrices. Preschool teachers and mothers rated children's prosocial orientation and social initiative. The findings indicated that there were no gender differences on any of the SAT-variables in any study. Five- to 7-year-olds scored lower on attachment and security of attachment than did older children. Internal working models of attachment were related to intelligence scores in girls but not boys. In 5- to 6-year-old boys, insecure internal working models of attachment (IWMs) were related to preschool teachers' ratings of ambivalent parent-child relations. Among girls, however, insecure IWMs were related to avoidant behavior during everyday reunions. Among 5- to 6-year-olds, only boys' IWMs were related to preschool teachers' ratings of peer competence. Among 8- to 10-year-olds, IWMs were related in different ways to self-, maternal-, and teacher-ratings of empathy and to observed social behavior for boys and girls. The SAT measures most consistently related to social competence were attachment responses for girls and self-reliance responses for boys. (KB)

ED 436 279 PS 028 121

Boriss-Krimsky, Carolyn
The Creativity Handbook: A Visual Arts Guide for Parents and Teachers.
PUB DATE- 99
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Art Activities; *Art Education;

Training and Youth Affairs, Canberra.
PUB DATE- 99
NOTE- 87p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Communication Skills; Educational Assessment; Educational Change; Evaluation Criteria; Foreign Countries; Job Skills; Job Training; Learning Activities; Learning Modules; *Literacy Education; *Numeracy; Program Implementation; *Student Evaluation; *Workplace Literacy
IDENTIFIERS- *Australia

This kit is designed to help trainers and assessors understand the importance of workplace communication in training packages. Section 1 explains what trainers and assessors need to know about communication skills, and how to use the kit. Section 2 provides an overview of training packages. It describes the endorsed parts of the package, which include the National Competency Standards, assessment guidelines, and qualifications aligned to the Australian Qualifications Framework; and the nonendorsed components, which are the learning strategy, assessment resources, and professional development materials. Section 3 examines the importance of language, literacy, numeracy, and cross-cultural understanding in all aspects of work life. Section 4 explains why some people may have difficulties with language, literacy, and numeracy, and why trainers and assessors should be mindful of this when training and assessing. Section 5 shows ways in which the communication skills of language, literacy, and numeracy have been included in training packages. Section 6 helps trainers and assessors in the planning and delivery of training programs. Section 7 provides important advice on how language, literacy, and numeracy must be addressed when trainers and assessors are assessing. Section 8 provides examples of sample assessment tasks from a range of training packages--from tourism to information technology. Throughout the kit are activities that can be used individually or in workshops with fellow trainers and assessors to help create understanding of communication in training packages. Section 9 lists 3 contacts and 28 references. (YLB)

ED 435 798 CE 079 319

Houseman, Susan N.; Polivka, Anne E.
The Implications of Flexible Staffing Arrangements for Job Stability. Upjohn Institute Staff Working Paper No. 99-056. Revised.
PUB DATE- 99
NOTE- 59p.; Prepared for the conference, "Changes in Job Stability and Job Security" (New York, NY, February 27-28, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Change; Employer Attitudes; *Employment Patterns; Employment Practices; Labor Turnover; *Part Time Employment; *Self Employment; *Tenure; Unemployment
IDENTIFIERS- *Flexible Staffing

A study examined the job stability of workers in the following flexible staffing arrangements: agency temporary, direct-hire temporary, on-call, contract company, independent contractor, range of practices that employers could adopt to increase employees' employability were identified, and a checklist to help employers develop a comprehensive employability policy was developed. (Contains 43 references.) (MN)

ED 435 815 CE 079 348

Skinner, Rebecca; Chapman, Chris
Service-Learning and Community Service in K-12 Public Schools. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Philosophy; Educational Practices; Elementary Secondary Education; Integrated Curriculum; *Public Schools; *School Community Programs; *Service Learning; *Student Participation
IDENTIFIERS- *Community Service

The National Student Service-Learning and Community Service Survey was conducted in spring 1999 to determine the percentage of public K-12 schools that incorporate service learning into their course curriculum. Some of the findings of the study are the following: (1) 64 percent of public schools, including 83 percent of high schools, had students participating in community service activities recognized by or arranged through the school; (2) 57 percent of public schools organized community service activities for their students; (3) 32 percent organized service learning as part of their curriculum, including almost half of high schools; (4) schools with service learning tended to have grade-wide service learning, service learning in individual courses, or discipline-wide service learning; (5) 83 percent of schools with service learning offered some type of support to teachers interested in integrated service learning into the curriculum, with most providing support for service-learning training; and (6) most schools with service learning cited strengthening relationships among students, the school, and the community as key reasons for practicing service learning. (KC)

ED 435 816 CE 079 350

Quinones, William A.
Curriculum Based Functional Vocational Assessment Guide. Correlation of the Life Centered Career Education Curriculum with Specific Occupational Programs, Standards of Work Performance, and Campus Assessment Instruments.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Evaluation Methods; Individualized Education Programs; Job Skills; Secondary Education; *Special Education; *Student Evaluation; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Career Centers; Dallas Independent School District

ED 435 835 CE 079 426

Imel, Susan
School-to-Work. Myths and Realities No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Bound Students; *Education Work Relationship; *Educational Change; *Educational Legislation; Educational Objectives; Educational Policy; Educational Trends; Federal Legislation; Futures (of Society); Noncollege Bound Students; *Outcomes of Education; Postsecondary Education; Relevance (Education); *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

When the School-to-Work Opportunities Act (STWOA) was initiated in 1994, it was envisioned as a systematic effort to prepare young people for high-skill, high-wage careers and provide them with the academic instruction and foundation skills needed to pursue postsecondary education and lifelong learning. STWOA called for development of three main components in a school-to-work (STW) system: school-based learning, work-based learning, and connecting activities. Because of STW's emphasis on careers, many have erroneously assumed that STW is just about "getting jobs for kids" and have criticized STW because it fosters business involvement in education. However, national evaluation of STW has shown that college-bound and non-college-bound are about equally involved in the experiences promoted by STWOA. Evidence also shows that STW programs linked closely with business have positive results. Although supporters of the STW approach view it as a way to reorganize education, this idea has not had wide appeal. At the micro level, STW has served young people as an avenue to an education that is connected to a career. At the macro level, however, STWOA-funded efforts have served as the basis for some school restructuring efforts but have failed to make broad inroads into the educational and reform movement. (Contains 13 references.) (MN)

ED 435 836 CE 079 427

Brown, Bettina Lankard
Corporate/School Partnerships: Learner Centered or Business Centered? Myths and Realities No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Cooperative Planning; *Corporations; Donors; *Education Work Relationship; Educational Cooperation; *Employer Attitudes; Financial Support; *Partnerships in Education; Program Effectiveness; Relevance (Education); *School Business Relationship; Secondary Education; Unions; *Vocational Education
IDENTIFIERS- *Negotiation Processes

objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, and materials and equipment list. The student reference contains information sheets for each of the lessons. (KC)

ED 435 853 CE 079 450

Brown, Jeanette; Rainey, Regina; Wolff, Jane
Family and Individual Health. Using Process Skills and Content Modules That Feature Critical Thinking and Practical Problem-Solving Activities. Instructor Guide .
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 170p.; Includes competency profile. Competency profile printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; Course Content; Critical Thinking; Family Life Education; Family Needs; Family Work Relationship; *Health Education; High Schools; Home Management; Job Skills; Learning Activities; *Problem Solving; Teaching Methods; Technical Education; *Thinking Skills; Units of Study; Vocational Education

This curriculum guide was developed to help instructors of 1-semester high school classes on family health help students develop the process skills needed for critical thinking and problem solving. The format used in the guide presents students with practical problems to be explored so that potential solutions can be identified. The search for these solutions helps students build the skills needed to research questions to find the facts needed to make informed decisions and to evaluate several possible solutions and consequences. The guide begins with one module that contains four units devoted to developing the process skills needed for critical thinking and problem solving. A matrix tying the process competencies to content modules and objectives is included. The following 10 content modules follow the process module: (1) assuming leadership roles; (2) promoting individual wellness; (3) exploring functions of systems; (4) enhancing human growth; (5) promoting health; (6) promoting nutritional health; (7) maintaining a safe environment; (8) accessing health-related information; (9) influencing change; and (10) researching key careers. Within the modules are teacher background information, learning activities, and assessment activities. (KC)

ED 435 854 CE 079 451

Scott, Jane
Housekeeper in Health Care Facilities. Student Manual and Instructor Key.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 292p.; Test sheets are printed on colored paper. Includes instructor key. Competency profile not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(Contains 35 references and one appendix.) (Author/JDM)

ED 435 873 CG 029 556

Addressing Barriers to Learning: New Directions for Mental Health in Schools. Continuing Education.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; Ancillary School Services; *Child Development; *Continuing Education; Elementary Secondary Education; Instructional Materials; *Integrated Services; *Learning; *Mental Health; Needs Assessment; *School Role
IDENTIFIERS- *Psychosocial Development; School Based Services

This continuing education module contains three units that describe the role of schools in dealing with psychosocial and mental health problems that interfere with students' learning and performance. The units are: (1) "Placing Mental Health into the Context of Schools and the 21st Century"; (2) "Mental Health Services and Instruction: What a School Can Do"; and (3) "Working with Others to Enhance Programs and Resources." Each unit consists of several sections designed to stand alone. The total set can be taught in straightforward sequence or one or more units can be used in a personalized course. Beginning each section are specific objectives and focusing questions meant to help guide reading and review. Interspersed throughout each section are boxed material designed to help learners think in greater depth about the material. An Instructor's Guide and test questions are provided at the end of each section. A description is provided of accompanying materials that can provide learners with enrichment learning opportunities on key topics as well as with specific resource and technical aids. Contains a glossary of key terms, acronyms, and laws. (Contains 104 references.) (JDM)

ED 435 874 CG 029 561

Tolman, Deborah L.
Getting Beyond "It Just Happened": Adolescent Girls' Experiences of Sexual Desire.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Empowerment; *Females; High School Students; High Schools; *Interpersonal Relationship; Late Adolescents; Peer Relationship; Personal Narratives; *Self Concept; Sex; Sex Role; Sex Stereotypes; *Sexual Identity; *Sexuality; Social Attitudes; Social Influences

This document describes research pertaining to adolescent females' perceptions of sexual desire. It analyzes 30 interviews of girls, 15-18 years old, who are juniors in suburban and urban high schools. The key finding was identified as the dilemma of desire. Girls responded to the dilemma in three ways: simply not feeling the desire, resisting their own continuing health problem, and the number one prison problem in the United States. Yet, school, rehabilitation, and mental health counselor education programs do not require expertise in this area as a prerequisite to receiving a degree. This digest focuses on identification of counseling outcome research implications for counseling individuals with substance abuse problems and highlights the following conclusions regarding counseling individuals with substance abuse problems: (1) All counselors will counsel individuals with presenting or related problems of substance abuse; (2) Counselors counsel and empower individuals with substance abuse problems versus treating the substance abuse problem; (3) Counselors must be able to establish the same open, collaborative, and therapeutic relationship in counseling individuals with substance abuse problems as they do with other client populations; (4) Counselors must focus the counseling relationship on addressing the client's presenting problems directly and identifying client need for change (5) Counselors must know community resources and procedures for referral to be able to insure access to effective and appropriate support services for clients. (Contains 4 references.) (JDM)

ED 435 894 CG 029 591

Juhnke, Gerald A.; Charkow, Wendy B.; Jordan, Joe; Curtis, Russell C.; Liles, Robin G.; Gmutza, Brian M.; Adams, Jennifer R.
Assessing Potentially Violent Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Environment; *Evaluation; Guidelines; *High Risk Students; Prevention; Violence
IDENTIFIERS- ERIC Digests

Although student school shootings of students have recently gained significant national attention, more routine forms of student violence (e.g. homicide, rape, aggravated assault, etc.) continue to plague our nation's schools and streets. These less sensational but equally harmful violent behaviors warrant appropriate response. This digest describes the importance of assessment and diagnosis with potentially violent and violent students. Students with the potential for violence usually present a number of common risk factors. These risks are: violent drawings or writings, threats of violence towards others; past violent behaviors or aggressive history; animal torturing; recent relationship break; isolation; teased or perceptions of being teased, harassed, or "picked on;" inappropriate use or access to firearms; substance abuse; familial stressors; noted by peers as being "different;" and low school interest. The 13 risk factors will not identify every violent students, but they can be readily used by school counselors and other mental health professionals as an aid in assessing students at risk of violence. (Contains 5 references.) (MKA)

ED 435 895 CG 029 593

Brown, Duane

relates to and affects other identities, of how it interacts with the contextual and cultural issues, and how we can through advocacy transform the organizations, institutions, and communities which perpetuate violent and inequitable treatment of human beings. (Contains 16 references and lists 5 additional resources.) (MKA)

ED 435 915 CG 029 615

Arnold, Mary Smith; Sobierej, Karen
Domestic Violence: The Case for Social Advocacy.
PUB DATE- 99
NOTE- 12p.; Chapter 11 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Counselor Role; Family Violence; *Females; Resources

In order for counselors to more effectively serve their clients and contribute to an environment that is life enhancing for women and girls as well as for men and boys they must advocate an end to all violence against women. In a national study of women who escaped from battering, participants rated the effectiveness of formal help sources from very effective to somewhat effective. Results from the study reveal that participants selected women's groups and battered women's shelters as more effective than counseling or social services. These results indicate that counselors have much work to do if they are to effectively serve clients and help end violence within society. This paper discusses domestic violence and provides statistical information concerning its occurrence. Social advocacy strategies, client advocacy, and legislative advocacy in relation to domestic violence are discussed. Counselors are encouraged to act as advocates for victims of domestic violence and to continue to push for the eradication of violence against women. A list of recommended readings and a list of websites, organizations, and hotlines are provided. (Contains 10 references.) (MKA)

ED 435 916 CG 029 616

Teleff, Michael J.
Advocacy on Issues Related to Addictions.
PUB DATE- 99
NOTE- 8p.; Chapter 12 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Organizations (Groups); Resources
IDENTIFIERS- *Addictive Behavior

Advocating for a population with an addictive disorder holds extraordinary challenges, but it also offers extraordinary rewards. The challenge is to embrace a cause with which most people in the United States hold little sympathy. The primary reward is that once advocacy has begun it can help ignite an addicted person's self-respect. This paper outlines some of the salient problems associated with advocating for addictive populations, summarizes ideas for general advocating, and identifies 11 organizations that are currently involved in advocacy. It concludes with a dream of what the end product or

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescent Development; *College Students; Colleges; *Divorce; Higher Education; Interpersonal Communication; *Mother Attitudes; Mothers; Parent Child Relationship; Parent Role; *Sex; Sexual Identity; *Sexuality

This study examines whether responses to questions concerning teenage sexual activity and teenage pregnancy differ by gender and by the marital status of the respondent's parents. A questionnaire was completed by 231 students attending a college in the Midwest. A number of significant differences were found in the analysis. Subjects from intact families appear to hold more conservative attitudes concerning teenage sexuality and teenage pregnancy than those whose parents are divorced. Subjects from divorced homes viewed early sexual behavior and the consequences of teenage pregnancy less negatively. Studies have consistently shown that subjects from intact families were less comfortable turning to their parents for answers to questions about sex, believing that their parents would disapprove if they knew that their teenager was sexually active. The questionnaire is appended. (Contains 16 references.) (JDM)

ED 435 936 CG 029 640

Sheeley, Vernon Lee
Making History: SACES Presidential Leadership 1949-1998.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Counselors; Leaders; Organizations (Groups); *Presidents

This booklet provides educational, professional, and biographical information on 48 presidents of the Southern Association for Counselor Education and Supervision. A photo of each president is included. All leaders from 1949-1998 are covered. The presidents are: Donna Henderson, Debra Cobia, Pamela Paisley, Larry C. Loesch, Charlotte M. Taylor, Marva J. Larrabee, Samuel T. Gladding, Robert Erk, Barbara Griffin, Bill K. Richardson, Don C. Locke, O. C. Hill, Mary K. Albrittain, Michele B. Thomas, John Lucas, Keith Carlson, Jean Cecil, Vernon Lee Sheeley, Edmund L. Barnette, Paul W. Fitzgerald, Thomas M. Elmore, Don W. Locke, Sue S. Mihalik, Ira R. Gladson, John D. Alcorn, Beverly B. Johnson, Thomas J. Sweeney, Harold F. Cottingham, Neil C. Gunter, William E. Hopke, Kearney Campbell, Ralph M. Roberts, William B. Royster, Emeliza Swain, Clarence L. Kent, Dorothy Alyne Rice, Nancy Ellen Lyles, Russell E. Helmick, Hugh Lovett, Robert M. Colver, Victor B. Johnson, Vernal S. Mann, Elizabeth Clotworthy, Charles G. Morehead, Ernestine Bledsoe, Ella Stephens Barrett, Margaret P. Colvin, and Dolph Camp. (MKA)

ED 435 937 CG 029 641

Sheeley, Vernon Lee
Passing Tradition: ACES Presidents, 1940-97.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Counselors; Organizations (Groups); *Presidents

grade of a middle school. The need to increase social competence within the school arose from the results of enumerative and stakeholder data collected at the school. This paper outlines the steps of the needs assessment, program selection, implementation issues, and preliminary outcome data. The Social Competence Promotion Program for Young Adolescents: Social Problem-Solving Module (Weissberg, Caplan, Bennetto, & Jackson, 1990) was selected based on the match between the needs assessment data and research literature on the program. Factors considered in helping implement the program included support from the administration, teacher buy-in, training, program initiation with students, support to the teachers, and parental involvement. Mid-year data showed positive changes in problem-solving knowledge of complex items. However, significant differences were not found in probed problem-solving knowledge of simple items, free recall using problem-solving skills, or in student attitudes. (Contains 11 references and six appendixes.) (Author/JDM)

ED 435 958   CG 029 670

Lavesult, Dany; Leblanc, Raymond; Leroux, Janice
Self-Regulated Learning of Young Adolescents in a Mathematics Activity.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Conference of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adolescents; Foreign Countries; Homework; Instructional Program Divisions; Intermediate Grades; Junior High Schools; *Mathematics Activities; *Metacognition; Parent Role; Perception; Self Efficacy; Sex Differences; Student Motivation
IDENTIFIERS- *Self Regulated Learning

This paper examines how self-evaluation strategies contribute to helping students take control over their own learning processes. In addition to examining the role of self-evaluation when a student takes on and exercises control over an activity in the classroom, this paper takes into account homework assignments and the role of parents. Subjects (N=45) were in 6th-8th grade. They were distributed almost equally according to gender, grade level, and ability level. Twenty-nine parents completed a questionnaire about their child's homework assignment. The activity in class and the homework assignment consisted of a real-life mathematics task. The students compared products in two stores to choose the best bargains for a pre-determined checklist of school supplies. The mathematics involved arithmetic operations, percentages, and problem solving. Findings show that results obtained by grade 6 students were significantly higher than those of grade 7 and grade 8 students. This finding might indicate that the task was easier for grade 6 students. No differences were found between boys and girls regarding success at the task completed in class or at home. Gifted students performed better and had a higher level of agreement with their parent concerning the homework. Results highlight the complexity of the interaction between metacognition and motivational self-regulated variables. The importance of further research in this area is discussed.

(055)
DESCRIPTORS- *Construct Validity; *Criterion Referenced Tests; Elementary Secondary Education; Error of Measurement; Evaluation Problems; Evaluation Research; *Grade Equivalent Scores; Higher Education; *Measurement Techniques; Readability Formulas; *Reading Comprehension; *Reading Diagnosis
IDENTIFIERS- Lexile Scale of Reading; Measurement Integrity

This document discusses in depth the theoretical background of the Lexile Framework, which is based on the assumption that reading comprehension is the best predictor of success in higher education and job performance, and that it is the most tested construct in education. The first section defines measurement and differentiates between specific and general objectivity. The second section explains the Lexile Framework, and discusses: the lexile theory, the semantic component, the syntactic component, the calibration equation, the lexile scale, testing the lexile equation, interpreting lexile measures, forecasting comprehension rates, and ergonomics of the lexile framework. The third section discusses measurement error, including the components: text measure error, reader measure error, comprehension forecast error, linking standard errors, and how errors combine. Contains 8 tables, 2 figures, 3 notes, and 49 references. (EF)

ED 435 979 CS 013 756

Wright, Benjamin D.; Stenner, A. Jackson
Readability and Reading Ability.
PUB DATE- 98
NOTE- 28p.; Paper presented to the Australian Council on Education Research (June 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Higher Education; *Measurement Techniques; *Readability Formulas; *Reading Ability; Reading Achievement; Reading Comprehension; *Reading Diagnosis
IDENTIFIERS- *Lexile Scale of Reading; *Reading Appraisal Guide

This document discusses the measurement of reading ability and the readability of books by application of the Lexile framework. It begins by stating the importance of uniform measures. It then discusses the history of reading ability testing, based on the assumption that no researcher has been able to measure more than one kind of reading ability. The concept of "lexiles" is introduced as a measure for readability which uses word familiarity and sentence length. The Lexile formula is explained, and processes for using the Lexile concept and applying it to reading instruction are discussed at length. The paper ends by relating Lexile scores to jobs, amount of education, and income. Contains 44 references, 2 notes, and 5 tables and 20 figures of data. (EF)

ED 435 980 CS 013 757

Taylor, Barbara M., Ed.; Graves, Michael F., Ed.; van den Broek, Paul, Ed.
Reading for Meaning: Fostering Comprehension in the Middle Grades. Language and Literacy Series.
PUB DATE- 00

second most frequent literacy event after read aloud. Regarding children's writings, findings suggest: some children made modest growth while others made little or no growth; large variations in writing fluency were present; topics came from students' own life or school experiences; drawing was a predominant feature of all writings; children developed an early repertoire of correctly-spelled conventional words (i.e. "mom," "dad," "love," "you"); and extended repetition was the primary learning pattern for children with varying levels of progress. Contains 14 references; a coding scheme for analysis of writing, a data overview chart, and 4 example charts are attached. (EF)

ED 436 001 CS 216 937

Painter, Clare
Learning through Language in Early Childhood. Open Linguistics Series.
PUB DATE- 99
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Cognitive Development; *Language Acquisition; Language Research; *Language Role; *Language Usage; Naturalistic Observation; Toddlers
IDENTIFIERS- Halliday (M A K); Systemic Functional Model (Language Development)

Language is a child's major tool for learning about the world. This book presents a naturalistic case study of one child's use of language from two-and-a-half to five years, drawing on systemic functional theory to argue that cognitive development is essentially a linguistic process and offering a new description and interpretation of linguistic and cognitive developments during this period. The book's case study examines the child's changing language in terms of its role in interpreting four key domains of experience--the world of things, the world of events, the world of semiosis (including the inner world of cognition), and the construal of cause and effect. It shows how new linguistic possibilities constitute developments in cognitive resources and prepare the child for later learning in school. The book extends M.A.K. Halliday's theory of language development from the earlier studies of protolanguage and initial grammar and should be of interest to researchers across a range of disciplines, including systemic functional theory, child language, developmental psychology, and educational linguistics. Contains many tables and approximately 400 references. (NKA)

ED 436 002 CS 216 939

Gagliano, Kathy; Swiatek, Laura
Improving Student Assessment through the Implementation of Portfolios in Language Arts.
PUB DATE- 99
NOTE- 103p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Evaluation Methods; Grade 1; Grade 3; *Instructional Effectiveness; Language Arts; *Portfolio Assessment; Primary Education; Test Use

than they did earlier in the decade. (RJM)

ED 436 024 EA 030 132

Visher, Mary G.; Hudis, Paula M.
Aiming High: Strategies To Promote High Standards in High Schools. Interim Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Change Strategies; Educational Change; *Educational Improvement; *Excellence in Education; *High Schools; Models; National Programs; Program Descriptions
IDENTIFIERS- *New American Schools

This report evaluates 12 high schools in the New American High Schools (NAHS) program. Launched in 1996, NAHS is a U.S. Department of Education research project that was developed to showcase school-reform practices in selected schools. The report is based on a study that used NAHS schools as a "laboratory" for researching reform practices. It documents their experiences in designing, implementing, and sustaining reform. Using in-depth case studies, the study drew on stories and examples from several of the schools to illustrate each of 10 reform initiatives. It focuses on strategies for raising academic standards and expectations and how to create small learning environments that enable students and teachers to work together. It shows how to structure learning around careers and students' interests and how to promote student achievement by enhancing educators' professional development. Tips on linking classroom and workplace learning and advice on providing counseling to encourage in-depth college and career awareness are also presented. Other practices include: organizing the school day into flexible, relevant segments; assessing students' performance; forging partnerships with two- and four-year postsecondary schools; and creating active student support alliances involving educators, employers, parents, and communities. Two appendices share strategies and other information. (Contains 76 references.) (RJM)

ED 436 025 EA 030 133

McDowell, Lena, Comp.; Sietsema, John, Comp.
Directory of Public Elementary and Secondary Education Agencies, 1996-97.
PUB DATE- 99
NOTE- 793p.; For the 1995-96 edition of this publication, see ED 420 930.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Directories; Elementary Secondary Education; *Public Schools; Reference Materials; School Districts; Tables (Data)

This directory is part of the continuing series of education directories published by the National Center for Education Statistics. It provides a current, state-by-state listing of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Autism; *Clinical Diagnosis; Delivery Systems; *Educational Strategies; Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; *Intervention; *Problem Solving; Services; Student Evaluation
IDENTIFIERS- *Aspergers Syndrome; Social Skills Training

This guide provides assessment, education, and treatment strategies for children with Asperger syndrome. It discusses assessment, and provides guidelines for securing and implementing services and determines appropriate placement. The following recommendations are also provided for general intervention strategies: (1) skills, concept, appropriate procedures should be taught in an explicit and rote fashion using a parts-to-whole verbal teaching approach; (2) specific problem-solving strategies should be taught; (3) social awareness should be cultivated; (4) generalization of learned strategies and social concepts should be taught; (5) the ability to compensate for typical difficulties in processing visual sequences by making use of equally typical verbal strengths should be enhanced; (6) the ability to interpret visual information simultaneously with auditory information should be strengthened; (7) self-evaluation should be encouraged; (8) adaptive skills to increase self-sufficiency should be taught; (9) the individuals should be instructed on how to identify a novel situation and to resort to a well-rehearsed list of steps to be taken; and (10) the link between specific frustrating or anxiety-provoking experiences and negative feelings should be taught in a cause-effect fashion. Strategies for communication intervention, behavior management, academic curriculum, vocational training, self-support, pharmacotherapy, and psychotherapy are provided. (Contains 10 references.) (CR)

ED 436 045   EC 307 508

Timmons, Jaimie Ciulla; Whitney-Thomas, Jean
The Most Important Member: Facilitating the Focus Person's Participation in Person Centered Planning.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Disabilities; *Education Work Relationship; Individual Differences; *Meetings; Models; Secondary Education; *Student Participation; *Transitional Programs

This paper summaries a study on the participation of 10 students (ages 18-21) with developmental disabilities in the transition from school to work using the Whole Life Planning model. Data included observations of organizational and planning meetings and structured interviews with the students, parents, and facilitators. Analysis resulted in the following findings: students demonstrated four distinct types of participation (active, controlling, limited, and absent); and student

IEPs: (1) describe the student; (2) describe the student's present level of educational performance; (3) write the student's annual goals along with benchmarks or short-term objectives; (4) describe the special education and related services needed to achieve the goals; (5) describe the extent to which the student will not participate in the general curriculum; (6) explain the student's participation in statewide and district assessments; and (7) describe ways that the student's parents will be regularly informed of progress toward goals. Each section is intended to help teachers understand in greater depth the whys and hows of the IEP process. Additional examples are provided of crucial IEP features and opportunities are provided to develop IEP writing skills based on information from four students with special needs. An appendix includes a sample blank IEP form, a completed sample IEP form, and an annotated list of organizational and on-line resources. (CR)

ED 436 064 EC 307 528

Taylor, Ronald L.
Assessment of Exceptional Students: Educational and Psychological Procedures. Fifth Edition.
PUB DATE- 00
NOTE- 579p.; For fourth edition see ED 419 360.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Adaptive Behavior (of Disabled); Attention Deficit Disorders; Behavior Rating Scales; Case Studies; Classroom Observation Techniques; Communication Skills; Criterion Referenced Tests; *Curriculum Based Assessment; Diagnostic Tests; *Disabilities; Early Childhood Education; Early Identification; Elementary Secondary Education; Emotional Development; Evaluation Methods; Federal Legislation; *Informal Assessment; Intelligence Tests; Mathematics Achievement; Measurement Techniques; Measures (Individuals); Models; Performance Based Assessment; Portfolio Assessment; Psychological Evaluation; Questionnaires; Reading Ability; Standardized Tests; Student Evaluation; Testing Problem *Alternative Assessment
IDENTIFIERS- *Alternative Assessment

This book provides information on the assessment of students with disabilities. It is divided into six major parts. Part 1, "Introduction to Assessment: Issues and Concerns," discusses the historical, philosophical, and legal foundations of assessment, introduces psychological assessments, and proposes an assessment model. Part 2, "Informal Procedures: Basic Tools for Teachers," includes chapters on observation, criterion-referenced testing and error analysis, curriculum-based assessment and measurements, and portfolio and other alternative assessment procedures. Part 3, "Assessment of Abilities," provides a discussion and overview of the assessment of intelligence, adaptive behavior, behavioral and emotional states, and language. Part 4, "Assessment of Achievement," focuses on the assessment of reading, mathematics, and written expression. Part 5, "Special Assessment Considerations," includes chapters on comprehensive assessment systems, assessment procedures and instruments relevant for early childhood and older students with vocational/transitional needs. The last part, "Examples:

language, culture, and wisdom; become an ethnographer: keenly observe children's language capabilities, both in the native language and English; encourage and accept children's attempts to communicate since errors are a normal part of language learning; provide many opportunities for children to communicate; plan authentic integrated communities that allow children to value and appreciate their identities; organize the physical environment to reflect the diversity of cultures in the classroom; build lines of communication among linguistically and culturally diverse families and educators; and initiate dialogues and advocacy work about language and culture among and across organizations and leaders capable of addressing the specific policy needs of young children. Contains many references to recent scholarship in the field and offers suggestions for further reading. (KFT)

ED 436 086 FL 026 057

Reedy, Sean
Towards the Katakanization of English in Japan: Implications for Language Learning.
PUB DATE- 99
NOTE- 9p.; Paper presented at the AILA International Applied Linguistics Convention (Tokyo, Japan, 1999) and the Annual Meeting of the Japanese Association of Language Teachers (25th, Macbashi, Japan, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English; Foreign Countries; *Japanese; Language Usage; Lexicology; *Linguistic Borrowing; Morphology (Languages); Second Language Learning
IDENTIFIERS- *Japan

This study investigated the extent to which foreign words have become assimilated into the Japanese lexicon during the decade of the 1990s. Since the 1980s, a number of linguists and educators have argued that the rate of loan word absorption into Japanese has increased dramatically. However, most of the studies are speculative or anecdotal. This study presents clear empirical evidence of a marked increase in the penetration of loan words into the Japanese language. This rapid rate of absorption of primarily English loan words has significant ramifications for foreign language learning in Japan. Researchers used the Japanese Proficiency Test, Level 1, for the years 1990, 1992, 1994, 1996, and 1998 as the data source. They made the assumption that the test was a conservative estimate of the degree to which foreign loan words have penetrated the Japanese language. Data analysis indicated that rather than moving towards a variety of English, the pattern of loan word absorption in Japan appears to be moving towards an appropriation of English loan words into Japanese, also called the katakanization of English. Evidence of this can be seen in the rapid increase in the number of loan words on the test. (SM)

ED 436 087 FL 026 058

Thomas, Wayne P.; Collier, Virginia
School Effectiveness for Language Minority Students. NCBE Resource Collection Series, No. 9.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 97p.

editions on the topic of recycling presents key vocabulary words relating to this topic for English as a Second Language students in six languages. These books are designed to increase students' understanding of what the most typical local recycling rules are, why complying with them is important to their integration into a new community, and why it may be crucial to their family's health. The chapters contain exercises, worksheets, vocabulary words, and photographs. The introductions discuss "What Do 'Reduce,' 'Reuse,' and 'Recycle' Mean?" There are 11 chapters in each edition: (1) "How Can You Reuse Household Goods, Clothes, and Toys?" (2) "What Can You Recycle at Home? How Do You Recycle It?" (3) "When and Where Do You Recycle?" (4) "What Is Hazardous Waste? What Do Warning Labels Mean?" (5) "How Can You Dispose of Household Hazardous Waste?" (6) "What Should You Do with Automobile Wastes?" (7) "How Do You Recycle Vehicle Batteries, Tires and Scrap Metal?" (8) "What Can You Do with Yard Waste? What Is Composting?" (9) "How Can You Be a Smart Shopper and Reduce Waste?" (10) "Have a 'Reduce, Reuse, Recycle' Question? Who Do You Call?" and (11) "What Items Are Made from Recycled Materials?" A workbook survey is designed to help future students by collecting answers from current students. (Adjunct ERIC Clearinghouse on Literacy Education) (SM)

ED 436 104 FL 801 340

Jones, Monica L.
Phonics in ESL Literacy Instruction: Functional or Not?
PUB DATE- 96
NOTE- 31p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *English (Second Language); Instructional Effectiveness; Language Research; Linguistic Theory; *Literacy Education; *Phoneme Grapheme Correspondence; *Phonics; Second Language Instruction; *Spanish Speaking; *Spelling Instruction; Teaching Methods
IDENTIFIERS- Orthography

There are compelling reasons for integrating phonics into the adult English-as-a-Second-Language (ESL) curriculum. The adult ESL student has the analytical capability to understand phoneme-grapheme relationships and can be taught to use any transferable native-language literacy skills in English spelling. In this essay, the potential of phonics instruction in the teaching of reading and spelling to ESL students with little formal education in the native language or English is considered. The discussion begins with an analysis of the features of English orthography and research on whether English orthography can be taught. A rationale for teaching phonics is outlined, focusing on its utility for native Spanish-speaking immigrants to the United States. A classroom research project using phonics and spelling instruction in an adult intermediate-level ESL literacy class is then reported. Basic English spelling rules are reviewed, and a three-step approach to teaching them (phoneme-grapheme relationships; irregular verb tests; and guided compositions) is described. Results indicate the approach was useful in teaching students to spell and in encouraging writing. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

NOTE- 7p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); College Faculty; Computer Uses in Education; Distance Education; Higher Education; *Instructional Development; Teacher Attitudes; Teacher Surveys; *World Wide Web
IDENTIFIERS- *Course Development; *Teacher Needs

A portrait of the early-adopter of World Wide Web (WWW) courses is painted in the results of a survey of the 71 instructors who had a WWW course listed on the Southern Regional Electronic Campus (SREC) during the first semester of its operation, Spring 1998. Data about their perceptions, practices, concerns, and the institutional norms under which they work were collected. The data collected from the survey yielded a prioritized list of faculty concerns and needs. Institutions must develop the infrastructure to provide technical training, technical support, administrative support, time for faculty to develop and teach these courses, a revised faculty reward system, and reliable computer hardware. The delivery of distance education on the WWW has great potential that cannot be realized until the needs and concerns of the faculty that will develop the courses are met. Contains 15 references. (Author/MES)

ED 436 126 IR 019 749

Sabine, Ginger; Gilley, Daryl
Taking It Online: A Bootstraps Approach.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Science Education; Computer Software; Computer Uses in Education; Course Descriptions; Demonstrations (Educational); Distance Education; Higher Education; *Instructional Design; Instructional Development; Vendors; *World Wide Web
IDENTIFIERS- *Course Development

This paper describes the process of creating an online course at the Northwestern Technical Institute (Georgia) using locally produced lessons, supplemental text, threaded discussion groups, online examinations, and student access to a transparent third party URL (Uniform Resource Locator). The course, developed for the Microsoft Office User Specialist Certificate program, takes advantage of transparent access to a third party software vendor to provide software demonstrations for online students. The following phases of course development are described: (1) planning, including identification of considerations and design decisions to help guide the project; (2) design, including organization of competencies that the student will be required to master and creation of various course components (e.g., units of study, learning resources, simulations, production labs, assessment); (3) production, including solving problems related to demonstrating

Park, Su-Hong; Kim, Young Hwan; Byun, Yung Kye
Dual Structured Instructional Systems Approach: An Integration of Systemic and Systematic Approaches for Instructional Design.
PUB DATE- 99
NOTE- 6p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Instructional Design; *Instructional Development; *Instructional Systems; Models; *Systems Approach; Vocabulary
IDENTIFIERS- Conceptual Models; *Mental Models

This research assumes that systematic and systemic change are two components in instructional design (ID)--not dichotomous terms, but two sides of an interconnected dual structured system. Specifically, this paper examines the difference between systemic thinking and systematic thinking, the ideal mental model (dual structured systems) for ID, and the benefits from this mental model. The introductory section discusses the need for a dual structured instructional systems approach. An overview of the problems relating to systematic and systemic is then presented that covers the following topics: (1) dictionary definitions of the two terms; (2) different approaches of the two terms in the field of instructional systems design (ISD); (3) distinctions based on hard systems (typical tasks, step-by-step procedures) vs. soft systems (typical events, heuristic problems); (4) the conceptual model of dual structured instructional systems; (5) some guidelines for increasing systemic thinking, including the ability to see the problem as holistic, to set goals in a given problem situation, to link possible resources in terms of goals, and to drive a tentative result; and (6) the benefits of the dual structured systems approach. It is concluded that both systematic and systemic approaches are necessary for ID. (MES)

ED 436 146 IR 019 771

Kincannon, Joyce; Gleber, Conrad; Kim, Jaehyun
The Effects of Metacognitive Training on Performance and Use of Metacognitive Skills in Self-Directed Learning Situations.
PUB DATE- 99
NOTE- 18p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Higher Education; *Independent Study; *Instructional Effectiveness; *Learning Strategies; *Metacognition; Photography; Self Evaluation (Individuals); Student Surveys; Tables (Data); *Thinking Skills; Training
IDENTIFIERS- Embedded Training; *Reflective Thinking; *Self Direction

This research examined the effects of teaching metacognitive strategies on performance in a self-directed learning emotions. Participants were 356 students who took undergraduate fundamental biology classes in which the instructors used Web pages as supplemental tools to assist student learning. After the final exam, the students filled out an online questionnaire in order to measure their personal goals, agency beliefs, and emotions in using Web pages to assist learning. Students' course grades were used to measure their learning achievement. Data indicated that there were significant and direct causal links from students' personal goals to their course grades, from personal goals to emotions, and from emotions to personal agency beliefs. The questionnaire is appended. (MES)

ED 436 165 IR 019 790

Januszewski, Alan; Pearson, Robert
Problem-Based Learning: A Historical Analysis.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Educational History; Educational Technology; Educational Theories; *Instructional Design; Learning Strategies; Literature Reviews; *Problem Based Learning; *Student Projects; *Teaching Methods
IDENTIFIERS- Dewey (John); Historical Background; Thorndike (Edward L)

This paper examines, through historical analysis, the values and beliefs underpinning the early theories and applications of problem-based learning and contrasts these with current theory and practice. This study focuses on the first three decades of the twentieth century, because, during this time period, the use of projects in education became popular, and because this was a period of time when ideas from business and industry began to be used in educational contexts. This analysis puts current practice in a more meaningful context and suggests new options and interpretations for the future application of problem-based learning and teaching strategies. Topics addressed include: (1) the historical backdrop to the use of projects in education, focusing on the work of E.L. Thorndike and John Dewey; (2) what a project is not; (3) early project use in education; (4) various definitions of the project in education, including two basic categories (a manual activity aimed at a pre-specified result, or the basis to establish the entire curriculum); (5) agreements on definition; and (6) current examples of problem-based learning. (MES)

ED 436 166 IR 019 791

Chiero, Robin T.
Secondary Teachers' Professional Uses of Computers.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. Figure 1 is illegible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Alliance; Star Schools; *Technology Integration; *Technology Utilization

This project was part of the program evaluation of the Iowa Distance Education Alliance, a Star Schools Project funded by the U.S. Department of Education. Thirty Iowa high schools were selected to represent the state. Interviews were conducted with students, faculty, and administration at each of these schools; results were transcribed and analyzed. Individual case studies were written for each site, describing the setting, current level of technology and technology use, perceived impact of technology, and factors contributing to the current state of technology use at that site. Additional analysis was conducted to determine relationships among the variables, including district size, geographical location, reported level of technology use, actual technology use, perceived impact, and critical factors. The primary uses of technology were for word processing, Internet research, and vocational applications. The more technologically advanced schools are incorporating multimedia production into the curriculum as well. This integration of technology is occurring despite multiple barriers, the most significant of which are lack of vision, time, money, access, training, and technology support. The integration of technology in Iowa's classrooms has triggered some important changes. Teachers and students reported changes in teaching methods, increased student-directed learning, increased access to information, and more motivated learning for both students and teachers. (MES)

ED 436 184   IR 019 809

Voithofer, Richard J.
Using Discourse Analysis as a Research Tool for Understanding User Navigation Models.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Design Preferences; *Discourse Analysis; Educational Media; Higher Education; Instructional Design; Internet; Interviews; Models; *Navigation (Information Systems); Pilot Projects; *Schemata (Cognition); Time Factors (Learning); Use Studies; Users (Information); *World Wide Web
IDENTIFIERS- *Mental Models; Spatial Factors; *Technology Utilization

This paper examines how discourse analysis can be used as a methodology for understanding the mental models that influence how people navigate the Internet. Discourse analysis provides a methodology with which to articulate the relationships between language, social context, and the cognitive processes that underlie discourse perception and production. Results are described of a pilot study that asked participants about how they navigate the Internet, as well as how they conceptualize space and time while using the World Wide Web. Four education graduate students were interviewed for the study, and their answers were audiotaped and transcribed. By providing a clearer sense of how people construct their experience while on the Internet, the study begins to present techniques for analyzing end-users that help to clarify more culturally relevant technology-based pedagogies. The goal is to discern strategies

*Statewide Planning; Two Year Colleges
IDENTIFIERS- *Solano County Community College District CA

In this document, the California Postsecondary Education Commission responds to a request by the Board of Governors of the California Community Colleges to review the need for and location of the Vacaville Higher Education Center, a permanent educational center in the Solano County Community College District. The proposed site for the center is just over 60 acres in size, which suggests that it will never evolve into a full-service community college. It is the Commission's view that the long-range projections for the center are fundamentally sound, that by the time of its proposed 1996 opening, much of the "sticker shock" over fees will have dissipated, and that students will be attending in increasing numbers. The Commission thus recommends that: (1) the Vacaville Higher Education Center should be approved as an educational center of the Solano County Community College District; and (2) the Vacaville Higher Education Center should become eligible for Sate capital outlay funding as of the 1994-95 fiscal year. Appended in this report are the Board of Governors' Agenda Item 12, March 11-12, 1993; Letters of Support for the Vacaville Higher Education Center; and the Letter to Roland K. Allan from William L. Storey, April 8, 1992. Contains 18 references. (VWC)

ED 436 204 JC 000 020

Parsons, Michael H.
Confronting the Future: Instruction Can Do It.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Change; Educational Development; *Faculty Development; *Instruction; Leadership; *Long Range Planning; Organizational Change; Organizational Development; Organizational Objectives; Organizational Theories; Student Needs; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; Teaching Models; Two Year Colleges

Community colleges are on the cutting edge of the multidirectional change with the coming of a new century. Peters and Waterman, two management consultants, have spawned thousands of models, designs, and strategies for using organizational excellence as a gyroscope for navigating the turbulence of change. This paper presents Waterman's four-step template that provides those seeking to use instruction as a change management design with a perspective for assessment: (1) structure: engaging the task; (2) systems: leveraging change; (3) style: pick your strategies; and (4) strategy: the Minnesota mindset. A careful analysis of the components and infusion into a college's culture will give direction and perspective. The author concludes that the transition to a learning organization is a task that will succeed to the extent that it is in the hands of those who must implement it. Faculty must be encouraged to create a common, shared meaning out of a reality that is kaleidoscopic-multi-dimensional and always changing. They have the ability if given the opportunity. (VWC)

ED 436 205 JC 000 021

Report of the Missouri Commission on the Affordability of Higher Education.

lagged behind that of all students, although the gap has slightly narrowed since 1985. The community colleges with the highest four-year success rates for the entering class of 1992 were Howard, Charles, and Frederick (40% or higher). Those with the lowest were Prince George's, Cecil, and Baltimore City (26% or lower). The community colleges which had the greatest four-year success rates among African Americans in the 1992 cohort were Chesapeake, Frederick, Essex, and Hagerstown (21% or above). Those at which African Americans were least successful were Prince George's, Montgomery, and Charles (17% or lower). (UWC)

ED 436 224 JC 990 694

Proposed Construction of the Madera County Educational Center in the State Center Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges.
PUB DATE- 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Campus Planning; *Community Colleges; Construction (Process); Educational Assessment; Educational Development; Educational Finance; Educational Needs; *Educational Planning; Politics of Education; Program Proposals; School Districts; School Location; Site Analysis; State Aid; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In this report, the California Postsecondary Education Commission responds to a request by the Chancellor of the California Community Colleges to review the need for and location of a new educational center, the Madera County Educational Center, north of Fresno within the State Center Community College District. The report contains nine conclusions made by the Commission regarding enrollment projections, alternatives, serving the disadvantaged, academic planning, funding projections, accessibility, effects on other institutions, environmental impact, and economic efficiency. It makes four recommendations regarding the proposed center: (1) the Madera County Educational Center should be approved as an educational center of the State Center Community College District, (2) the Madera County Educational Center should become eligible for State capital outlay funding as of the 1994-95 fiscal year, (3) the State Center Community College District should provide the Commission with a copy of the Final Environmental Impact Report upon its completion, and (4) should the State Center Community College District propose to convert the Madera County Educational Center to a full service community college, it should submit a request for that conversion to the Commission. Part 1 presents conclusions and recommendations, Part 2 discusses the background to the proposal, and Part 3 presents an analysis of the proposal. This report contains five appendices and 17 references. (UWC)

ED 436 225 JC 990 695

California's Associate Degree Programs for Preparing Licensed Teacher Assistants. A Report to the Legislature in Response to Senate Bill 156 (Chapter 1345, Statutes of 1998).
PUB DATE- 94
NOTE- 45p.

one of the main issues in Vygotskian analyses of learning and development. The study assumed that this aspect presupposes some feeling of belonging together and having a shared commitment on the part of the participants. Asserting that relatively little attention has been given to this "togetherness" in research on learning activities in general or on communities of learners, the study addressed the phenomenon of togetherness among a group of 6-year-old students and their teacher in Amsterdam (The Netherlands) who were involved in a collaborative text-construction task. The issue was studied mainly from a participant perspective. After a theoretical analysis of the notions of togetherness and conflict, analysis was done of a videotaped episode of collaborative work, using Hicks' (1996) multi-layered model of activity analysis. Findings showed that in this learners' community, a variety of strategies were used by the participants to maintain the togetherness in their shared activity. The paper concluded that "togetherness" is a real and meaningful aspect of collective activities; the study of which may deepen insight into the dynamics of a community of learners and its activities. (Contains 79 references.) (EV)

ED 436 242   PS 028 037

First Progress Report on the Head Start Program Performance Measures. Head Start Research.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 69p.; For the Second Progress Report of the Head Start Program Performance Measures, see PS 028 038. For an overview of the Proposed Head Start Program Performance Standards, see ED 395 687.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Performance Factors; Preschool Education; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- *Project Head Start

In 1995, Head Start developed performance measures to promote accountability through the assessment of program quality and outcomes. This report is the Head Start program's first progress report on its self-assessment using the evolving Program Performance Measures. These measures were developed using ideas from the broad community of people involved with the Head Start program and early childhood education. It is anticipated that the measures will continue to change over time, both as more data on the outcomes of Head Start become available to augment the process data that report on service provision, and as new research demonstrates how Head Start program practices and children's development are linked. The report's first section, "Background," discusses the impetus for the Program Performance Measures, how Head Start assessment moved from a focus on process to a focus on outcomes, first steps in developing and implementing the measures, and the nature of the Performance Measures. Part II, "Conceptual Framework," describes the model around which the measures were developed and how indicators and data sources will be used for each of the 24 measures. This section also describes each of the measures and provides examples of the available data for the first reporting year. The measures are grouped under the five objectives of Head Start: (1) enhance children's growth

DESCRIPTORS- American Indian Culture; Books; Childrens Literature; *Cultural Pluralism; Early Childhood Education; *Elementary School Curriculum; Interdisciplinary Approach; *Multicultural Education; *Preschool Curriculum; Theory Practice Relationship
IDENTIFIERS- Antibias Practices; Historical Background

The multicultural worlds of childhood in postmodern American present challenges and opportunities for the early childhood curriculum. This chapter explores the historical context of multicultural America and the possibility of an early childhood critical multicultural curriculum with "border crossings," or transversing subject-area disciplinary boundaries. The chapter discusses salient multicultural theoretical paradigms capable of informing the field and reviews how selected children's literature is organized around issues of multiculturalism. The chapter explores how America's historical context relates to multiculturalism and the early childhood education curriculum and maintains that, in spite of civil rights progress, hate group organizations remain an integral part of the United States. A variety of theories of multicultural education and about multiculturalism are examined for their capability of informing early childhood education, including an anthropological perspective, the cultural invasion process, the threshold hypothesis, issues of power, various approaches to multicultural education, the role of social action, ethnicity theory, and typologies of multiculturalism. The chapter also identifies and explores five areas of research and literature applicable to multiculturalism and young children: (1) child development; (2) qualitative interpretive research; (3) bilingual/bicultural research; (4) advocacy research and literature; and (5) reconceptualizing models. Finally, the chapter considers how early childhood education can advocate for equity and social justice and describes selected Native American children's literature that can help ameliorate the concerns that competitive, consumer-driven childrearing practices have produced. The chapter concludes by noting that a spirit of mutual caring is key to eliminating many complex problems children face. (Contains approximately 90 references.) (KB)

ED 436 261 PS 028 097

Lieber, Joan; Schwartz, Ilene; Sandall, Susan; Horn, Eva; Wolery, Ruth Ashworth
Curricular Considerations for Young Children in Inclusive Settings.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 23p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Disabilities; Early Childhood Education; *Early Intervention; Educational History; *Elementary School Curriculum; *Inclusive Schools; Mainstreaming; *Preschool Curriculum; *Regular and Special Education Relationship; Special Education; Teaching Methods; Young Children
IDENTIFIERS- Activity Based Curriculum; Milieu Teaching

The field of early childhood special education (ECSE) is currently struggling with questions about relative effectiveness of different types of early intervention and how to provide children and their families with services that facilitate optimal development in inclusive settings. This

Children; *Childrens Art; Creative Development; *Creativity; Elementary Secondary Education; Parent Child Relationship; Teacher Student Relationship

Children are born artists, and artistic talent emerges from the interplay of proclivity, cultural enrichment, and nurturance. Intended to demystify art for parents and teachers and to help them understand what the art experience is like for the child or adolescent, this book discusses visual art concepts in simple terms and presents art as a vehicle for an educationally transformative experience. The book also offers ideas and projects to help adults support the authentic vision of the child/adolescent throughout all the stages of artistic development. The chapters cover the art experience, creativity and the child, stages of artistic development, keeping creativity alive, art projects for children ages 2 to 12, and art projects for adolescents ages 12 to 17. Also provided are an appendix on art materials and safety information and a glossary. (HTH)

ED 436 280 PS 028 129

Gross, Deborah; Fogg, Louis; Webster-Stratton, Carolyn; Grady, Jane
Parent Training with Low-Income Multi-ethnic Parents of Toddlers.
SPONS. AGENCY- National Inst. of Nursing Research (NIH), Bethesda, MD.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Behavior Problems; Blacks; Caregiver Child Relationship; *Child Caregivers; Child Rearing; Comparative Analysis; Discipline; *Health Promotion; Hispanic Americans; Low Income Groups; Mothers; Parent Child Relationship; *Parent Education; *Parents; Preschool Education; Pretests Posttests; Program Effectiveness; Self Efficacy; Stress Variables; *Toddlers
IDENTIFIERS- Disciplinary Styles

This study tested the effectiveness of parent training (PT) as a health promotion/prevention intervention. Participants were parents of toddlers enrolled in 11 urban day care centers serving low-income families of color. The 12-week intervention consisted of a video-based PT program with group discussion. Eleven centers were matched and assigned to one of four conditions: PT for parents only, PT for day care teachers only, PT for parents and teachers, and no intervention. Data were obtained pre-intervention, post-intervention, and at 6- and 12-month post-intervention intervals by means of parent and teacher reports, parent-child observations, and classroom observations. Dependent variables included parent and teacher self-efficacy, child behavior problems at home and in day care, parent discipline strategies, parent stress, teacher behavior, and quality of parent-toddler interactions. Preliminary findings included data from pre- to post-intervention for 158 study parents and 92 day care teachers. Findings indicated that PT parents reported less reliance on coercive discipline and gave fewer negative, indirect, and direct commands to toddlers during play than comparison parents. Children of PT parents used fewer aversive behaviors with their parents and demonstrated fewer classroom behavior problems than comparison and regular part-time work. Two data sources were used in the analysis. The first was a nationwide survey of employers on their use of flexible staffing arrangements. It provided evidence on why employers use various types of flexible staffing arrangements and the extent to which employers move workers in these positions into regular arrangements within their organization. The second data source was the Supplement to the February 1995 Current Population Survey (CPS) on Contingent and Alternative Work Arrangements. The longitudinal component was used to compare the subsequent labor market status of individuals in flexible work arrangements and those in regular full-time positions. Findings indicated that, except for independent contractors, workers in flexible staffing arrangements have less job stability than those in regular full-time arrangements because they are more likely to switch employers, become unemployed, or involuntarily drop out of the labor force within a year. The degree of job stability varied considerably across arrangements. Recent growth in certain types of flexible staffing arrangements could have translated into small declines in aggregate job stability and account for a substantial share of the modest increase in job switching observed over the last decade. (Seven tables are appended. Contains 24 references.) (YLB)

ED 435 799   CE 079 320

Bartik, Timothy J.
Aggregate Effects in Local Labor Markets of Supply and Demand
  Shocks. Upjohn Institute Staff Working Paper No. 99-57.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Russell
  Sage Foundation, New York, NY.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Economic Factors; Economic Impact;
  Economically Disadvantaged; Employment Patterns; Employment
  Services; Job Training; Labor Demands; Labor Market; *Labor
  Needs; *Labor Supply; Models; *Unemployment; *Wages; *Welfare
  Recipients; Welfare Services

A study estimated the aggregate effects of antipoverty policies on wages and unemployment of different groups. The context was one in which emphasis was on labor supply policies, such as welfare reform or job training, and not on policies to increase labor demand for the poor, such as public employment or subsidizing private employers to hire the poor. The estimates of the aggregate effects used a structural model of the labor market that described the labor supply and demand of different groups and their relationship to labor market outcomes. The structural model allowed for involuntary unemployment and was estimated using pooled time-series cross-section data, with annual observations on average values of different labor market variables for 50 states and the District of Columbia, from 1979-97. Data were derived from the Current Population Survey-Outgoing Rotation Group. Simulations suggested that forcing more disadvantaged persons into the labor market can displace many other persons from employment in the short and medium run, and increased public employment of the poor may be offset by reduced private employment of the poor in the long run. Wage subsidies to the poor or their employers had little effect on the poor's employment or market wages, although paying wage subsidies to the poor increased take-home pay. Education policies not only directly helped those educated, but also

TX; Functional Assessment
This document is a guide developed for the Dallas Independent School District's (DISD's) Multiple Careers Magnet Center, which provides special education students with training in standards of work performance and specific occupational skills for successful transition to community life and employment. The document also provides information for data-driven assessment that can be used for special populations and offers program developers a conceptual paradigm of functional vocational assessment and data formats. The guide includes the following six sections: (1) prevocational program model; (2) best practices; (3) correlating curriculum components functional assessments; (4) functional assessment tools and individual profiles; (5) the vocational IEP (Individual Education Plan); and (6) functional assessments as academic excellence indicators for special populations. Fifteen appendixes, which make up most of the document, contain the following: various occupational skills scoring data sheets for building maintenance, building trades, business administration, business support systems, food production, hospitality services, and laundry services occupations; matrixes of the Life Centered Career Education Curriculum with several vocational programs, profiles, and curricula; and samples of the Street Survival Skills Questionnaire Student Profile; the Acquisition of Specific Skill Rating Scale Student Profile, and IEPs for new students, and second- and third-year students. The guide contains 26 references. (KC)

ED 435 817 CE 079 352

Cyr, Angela V.
Overview of Theories and Principles Relating to Characteristics of Adult Learners: 1970s-1999.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Andragogy; *Educational Principles; Educational Research; Educational Theories; *Learning Theories; Literature Reviews; State of the Art Reviews; *Student Characteristics; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Knowles (Malcolm S)
In the early 1960s, European adult educators developed a new theoretical model of adult learning called "andragogy." In 1968, Malcolm Knowles introduced the concept of andragogy into U.S. adult education literature and identified four primary assumptions about adult learners: adults become increasingly independent and self-directing; they accumulate experience that becomes a resource for learning; they orient their formal and informal learning around their social and work roles; and they orient their learning toward performance rather than subject. From the early 1970s through the late 1980s, Knowles and other experts in the field of adult education initiated and advanced assumptions, theories, principles, and practices related specifically to characteristics of adult learners and advanced the theory that andragogical theories and principles were applicable to learners of all ages, depending on individual learners' developmental levels and learning situations. Although many authors published in the 1990s support these earlier works, other authors have expressed concerns about the direction of the fields of adult education and learning theory, including language particular to the field, the lack of an

Although corporate spending on partnerships with education has more than doubled in the past 20 years, many in educational circles are questioning whether corporate contributions benefit student knowledge and learning development as well as corporations' bottom lines. Three examples of corporate giving that can be viewed from dual perspectives are information technology training programs, product distribution bonuses, and company-developed curricula. By linking school to work, business/industry partnerships have played a key role in keeping vocational education current with the skill demands of a changing workplace in order to attract students and prepare them for meaningful and relevant employment. Corporate support of education becomes most attractive to both schools and corporations when the goals of both partners are considered. Business/industry partnerships with education must be consensus driven. Because negotiating partnerships can be difficult, a neutral third party may be helpful in facilitating communication between education and corporate communities. Business/industry partnerships cannot be exclusive of worker representation. Educators must understand that dollars contributed to educational institutions must reap rewards for the contributing business; however, business/industry must cease to view their financial contributions from a profit motive perspective and instead consider contributions to be investments in the future work force. (MN)

ED 435 837 CE 079 428

Wagner, Judith O.
Locating Vocational Education Materials. ERIC Digest No. 213.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Clearinghouses; Consortia; Curriculum Development; Databases; Information Dissemination; Information Networks; *Information Seeking; Information Sources; *Instructional Materials; *Internet; Listservs; Material Development; Postsecondary Education; Publishing Industry; Regional Planning; Resource Centers; *Resource Materials; School Districts; Secondary Education; Shared Resources and Services; State Agencies; Statewide Planning; *Vocational Education; *World Wide Web
IDENTIFIERS- ERIC Digests

Vocational educators seeking curriculum materials, lesson plans, classroom activities, and other instructional materials can locate them in a variety of places. The ERIC database is a good source of information about the following instructional and resource materials: curricula, project descriptions, lesson plans, classroom activities, task lists, and guidelines for developing curricula. ERIC can be searched on the World Wide Web and at most university, state, and resource library centers. Networking with colleagues and participating in listservs such as CAREERTECH, which is maintained by the National Dissemination Center for Career and Technical Education, are two excellent ways to find and obtain recommendations for materials. Another great source of information for vocational-technical educators is the World

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; *Cleaning; Course Content; Entry Workers; *Health Facilities; *Housekeepers; *Job Skills; Learning Activities; Secondary Education; Teaching Methods; Test Items; Units of Study; Vocational Education

This packet contains a student manual and instructor key for a course in housekeeping for health care facilities in secondary health occupations programs. The student manual is divided into six units: (1) introduction to housekeeping; (2) interpersonal relations; (3) infection control and safety; (4) general cleaning procedures; (5) cleaning areas within a facility; and (6) laundry. Every unit contains several lessons, each consisting of the following components: objectives, key terms, information sheets, and activity sheets. Written evaluation forms (tests) and skill evaluation forms are included for every unit. The student manual, which can be used for individual study or in a classroom setting, also contains 12 references and a glossary defining 72 terms. The instructor key contains instructional strategies, a competency crosswalk, and answers to written evaluations. (KC)

ED 435 855 CE 079 453

Raphael, Katherine
Introduction to Poultry Production. Instructor Guide and Student Reference. Volume 31, Number 3 and Number 4.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Agricultural Occupations; *Agricultural Production; *Animal Husbandry; Behavioral Objectives; Classroom Techniques; *Course Content; Entry Workers; Farm Management; *Job Skills; Learning Activities; Postsecondary Education; Secondary Education; Teaching Methods; Technical Education; Technology Education; Test Items; Units of Study; Vocational Education
IDENTIFIERS- *Poultry; *Poultry Farms

This packet contains both teacher and student materials for a unit on poultry production in vocational agriculture courses and covers the following lessons: (1) overview of the poultry industry; (2) selection and evaluation; (3) production; (4) reproduction; (5) health issues; and (6) processing and marketing. The lessons include the following components: competencies, objectives, study questions, teaching procedures, activities, activity sheets, evaluations and answers to evaluations. In addition, the instructor guide includes unit objectives, 21 references, a competency profile, and a competency crosswalk. The student reference contains information sheets for each of the lessons. (KC)

ED 435 856 CE 079 456

desire, or making a claim to their own desire. No pattern was found of race, ethnicity, or social location in each of these resolutions voiced by the girls. A narrative of one female's sexual encounters and a description of her sexuality is included.. Sexual desire, like all other forms of desire, can be empowering, instrumental in girls' confidence in themselves, essential to their agency, a compass for making decisions about relationships and sexuality, and a road to knowledge about self and relationships. We have to make it possible for girls to get beyond "it just happened" by fighting for girls' right to feel and act upon their own sexual feelings without having to be encumbered by the dilemma of desire. (Author/JDM)

ED 435 875 CG 029 562

Kreps, Rose
A Behavioral Peer Group Approach To Combat Truancy in the Middle School.
PUB DATE- 99
NOTE- 54p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Behavioral Objectives; *Behavioral Science Research; Cultural Influences; Environmental Influences; Family School Relationship; *Middle School Students; Middle Schools; Parent Child Relationship; *Peer Counseling; Peer Groups; Peer Relationship; Student Motivation; Student School Relationship; *Truancy

This practicum describes the development of a weekly peer group program for students who were at risk for truancy status. Participants were culturally diverse middle school students from low to middle class families. Interviews were conducted to determine reasons for missing school. Responses included illness, lack of motivation mostly from academic failure, lack of connectedness to school, and waking up late. An intervention program included the following components: (a) bi-weekly group meetings during homeroom; (b) student contract daily attendance sheets; (c) discussion sessions regarding issues of non-school attendance and goal setting for academic achievement; and (d) on-going contact with parent and community liaison personnel. Success measures were reported by comparing baseline attendance data across 10 weeks of program implementation. An increase in motivation to attend school was determined by administing a post questionnaire. Data analysis revealed that use of peer group sessions resulting in reduction of excused absences for all students involved. Parents' participation in reporting their child's absense was reported as being responsive and supportive. (Contains 24 references and five appendixes.) (Author/JDM)

ED 435 876 CG 029 563

Kipnis, Aaron
Angry Young Men: How Parents, Teachers, and Counselors Can Help "Bad Boys" Become Good Men.
PUB DATE- 99
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Antisocial Behavior; Athletics; Child Abuse; Child Neglect; Corporal Punishment; *Delinquency; Drinking;

Improving Academic Achievement: What School Counselors Can Do. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Behavioral Objectives; *Counseling Techniques; *Counselor Role; Dropouts; Educational Assessment; Educational Change; *Educational Environment; Elementary Secondary Education; High Risk Students; Intervention; Merit Pay; Parent Participation; *School Counselors; *Student Evaluation
IDENTIFIERS- ERIC Digests

The school reform movement has been a major societal and political agenda item for nearly two decades. As a result of the pressure stemming from the movement to make schools more effective, many changes have occurred. The most obvious of these changes is an increased emphasis on assessment. Furthermore, school counselors, like teachers and administrators, are now expected to play an important role in the school reform movement. This digest is designed to outline a number of strategies and techniques that school counselors can use to meet the challenge of improving student achievement. One strategy that is highlighted is that of improving school climate. School counselors can improve the climate of their schools by advocating for policies that promote rather than detract from the personal and educational development of students. Counselors are also encouraged to draw from a vast array of interventions that will help students increase their academic achievement. These interventions include behavioral contracts, study skills groups, time management training, classroom guidance units aimed at improving test taking skills, and achievement motivation groups. The final technique advocated is that of involving parents through parent consultation and parent education classes. (Contains five references.) (GCP)

ED 435 896 CG 029 594

Dooley, Pamela; Wilczenski, Felicia L.; Torem, Christopher
Functional Assessment Leading to a Behavior Plan for Transition Times at School.
PUB DATE- 99
NOTE- 15p.; Poster to be presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Behavior Disorders; *Behavior Modification; *Communication Problems; Environmental Influences; Intervention; *Learning Processes; Preschool Children; Preschool Education; Time Management
IDENTIFIERS- *Picture Exchange Communication System

This paper outlines a case study based upon the functional assessment of a pre-school child's aggressive and disruptive behaviors, revealing difficulties with transitions from one activity to another at school. Antecedent conditions and goal of successful advocacy might be. (MKA)

ED 435 917   CG 029 617

Cebuhar, John
Advocacy for People with HIV/AIDS.
PUB DATE- 99
NOTE- 7p.; Chapter 13 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Advocacy; Counseling
IDENTIFIERS- Americans with Disabilities Act 1990; Social Security

In this paper, the author, who identifies himself as HIV positive, discusses his work as a counselor and advocate for people with AIDS. Background information on AIDS, from the first reported case in 1981 to current treatments, is provided. The use of revitalization counseling with AIDS patients, that is counseling that brings new life to an individual, is discussed. Counselors who work with AIDS patients are encouraged to use life-affirming, motivational methods that will help clients reach their goals, and therefore live longer. The lack of services available for AIDS patients, the stigmas placed by society on AIDS patients, and employment discrimination are some of the reasons why the need exists for advocacy. The author discusses how, through his own experiences as an advocate, he has been able to educate others who have as a result of these encounters changed policies to be nondiscriminatory, learned more about law, and become more confident in his advocacy abilities. This paper suggests that through advocacy, counselors can aid their clients in becoming empowered to help themselves and others, and thus counselors enhance their own effectiveness as practitioners and human beings. (MKA)

ED 435 918   CG 029 618

Tenety, Megan; Kiselica, Mark
Working with Mental Health Advocacy Groups.
PUB DATE- 99
NOTE- 8p.; Chapter 14 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Counselors; *Mental Disorders; Mental Health; *Organizations (Groups); *Patients; *Resources

There are many factors behind the growing advocacy movement for mentally ill individuals. These factors include the prevalence of mental illness in society, deinstitutionalization, the restrictions of managed care, an increased awareness of the rights of the mentally ill, and empowerment of mentally ill clients. Despite the growing importance of advocacy groups, information regarding who they are, what they do, and how to access them is not readily available. This paper is designed to provide counselors with this information. The wide range of service provided by advocacy groups is presented. A list is provided that can be utilized as a quick reference to some of the largest advocacy groups currently in existence. The history of each group and contact information are included. A list of

IDENTIFIERS- *Association for Counselor Educ and Supervision

This booklet provides educational, professional, and biographical information on 52 presidents of the Association for Counselor Education and Supervision. A photo of each president is included. All presidents from 1940-1997 are covered. The presidents are: Samuel T. Gladding, Loretta J. Bradley, James V. Wigtil, Barbara Griffin, Joan T. England, Harold Hackney, Michael K. Altekruse, Thomas W. Hosie, Marianne H. Mitchell, Joseph C. Rotter, Nancy A. Scott, Vernon Lee Sheeley, James K. Winfrey, Robert J. Nejedlo, Thomas M. Elmore, William J. Erpenbach, Louise R. Thompson, James J. Muro, Robert I. Havens, Chris D. Kehas, Thomas J. Sweeney, Jr., Neil C. Gunter, Edwin L. Herr, Roger F. Aubrey, George M. Gazda, William L. Cash, Jr., Bruce Shertzer, Anthony C. Riccio, Gilbert D. Moore, Paul F. Munger, Garry R. Walz, Robert O. Stripling, Dean L. Hummel, Lyle L. Miller, Hubert W. Houghton, Willis E. Dugan, Donald D. Twiford, Herman J. Peters, H. Edgar Williams, Charles G. Morehead, Bruce E. Shear, Emery G. Kennedy, Roland G. Ross, Donald E. Kitch, George E. Mowrer, Glenn E. Smith, Dolph Camp, Carl M. Horn, George E. Hutcherson, Dana M. Cotton, Floyd Cromwell, and Margaret L. Fong. (MKA)

ED 435 938   CG 029 642

Fitzpatrick, Corine
Students as Evaluators in Practicum: Examining Peer/Self Assessment and Self-Efficacy.
PUB DATE- 99
NOTE- 13p.; Paper presented at the National Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Evaluation; Graduate Students; Higher Education; Masters Programs; Peer Counseling; *Peer Evaluation; Performance Based Assessment; Practicum Supervision; *Practicums; Rating Scales; *Self Efficacy; Sex; *Sex Differences; Skill Analysis; Skill Development; Videotape Recordings

This study explores peer assessment and self-efficacy in a counseling practicum. Data was gathered on the perceptions of practicum students, in their second year of a master's program, with regard to the counseling competencies of their peers and themselves. Counselor self-efficacy was measured using the Counselor Self-Efficacy Rating Scale. Results indicate that the average competency rating for all students was in the above minimum competency range, with a mean score of 4.1 out of 5. The average self-efficacy rating for all students was 4.0 out of 5, indicating moderate agreement that they are confident in their counseling abilities and skills. Significant differences by gender were evident in both measures. Females viewed everyone as less competent, and indicated a lower confidence (self-efficacy) in their counseling abilities and skills. It suggests that women have perceptions that a higher level of competency must be demonstrated to reach a particular category of competency and they are less confident than men are in their own skills. Videotaped interviews confirm the gender differences illustrated in the data regarding self-competencies. Peer assessment in counselor education is a necessary and powerful learning technique that counselor educators should consider. (Contains 27 references.) (JDM)

(Contains one figure, seven tables and 17 references.)
(Author/MKA)

ED 435 959 CS 013 722

Ediger, Marlow
Zone of Proximal Development in Reading.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basal Reading; Elementary Education; *Language Experience Approach; Multiple Intelligences; *Reading Diagnosis; Reading Material Selection; *Supplementary Reading Materials
IDENTIFIERS- *Zone of Proximal Development

The zone of proximal development provides guidance to the teacher in taking care of selected prerequisites, prior to pupils doing the actual reading. Three models are presented and elaborated upon to indicate what can be done to fulfill requirements of the zone of proximal reading. The zone may be applied in relation to reading from basal texts through the process of ascertaining present reading levels, realizing ideal reading levels, noting the zone of proximal development and providing applicable activities and experiences, and reappraising the zone to take care of deficiencies. The zone may be fulfilled in student self-selection of reading materials through selection of sequential library books and student-teacher reading conferences evaluating the student's progress. With relation to the Language Experience Approach (LEA), the zone of proximal development may be applied through the following steps: involving objects in the reading process, talking about them, writing down the discussion, and reading what has been written down. Multiple Intelligences Theory may be used in assisting pupils to reveal what has been learned. (EF)

ED 435 960 CS 013 727

Edelsky, Carole, Ed.
Making Justice Our Project: Teachers Working toward Critical Whole Language Practice.
PUB DATE- 99
NOTE- 383p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Curriculum Evaluation; Educational Sociology; Elementary Secondary Education; Equal Education; Hidden Curriculum; Higher Education; Inner City; Intercultural Communication; *Justice; Methods Research; Minority Groups; *Whole Language Approach
IDENTIFIERS- Critical Literacy; *Critical Pedagogy

This book brings together whole language and critical pedagogy, reading each in terms of the other and providing a new and politically valuable synthesis of the two. A related aim of this volume is to bring together the community of whole language educators with educators who identify themselves with racial, ethnic, and other groups historically positioned as "minorities." The book thus develops a rich interrogation of whole language education from multiple perspectives. After a foreword by Bess Altwerger and Elizabeth R. Saavedra, essays in

NOTE- 219p.; Published simultaneously by Teachers College Press and The International Reading Association.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Reading; Instructional Effectiveness; Middle Schools; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; Student Needs
IDENTIFIERS- Reading Uses

Reading comprehension is of great concern to many Americans, as evidenced by the mandate in most states today for graduation standards in reading and for assessments aligned to those standards. This book focuses on what has been learned from research about fostering reading comprehension in the middle grades, providing a broad overview of current educational and psychological research about effective strategies for teaching reading to middle grade students. Following an introduction by the editors, essays in the book are as follows: (1) "The Mind in Action: What It Means to Comprehend during Reading" (Paul van den Broeck and Kathleen E. Kremer); (2) "Comprehension Instruction in Elementary School: A Quarter-Century of Research Progress" (Michael Pressley); (3) "Explicit and Implicit Instruction in Comprehension" (Janice A. Dole); (4) "Balancing Literature and Instruction: Lessons from the Book Club Project" (Taffy E. Raphael); (5) "Building Student Capacity to Work Productively during Peer-Assisted Reading Activities" (Lynn S. Fuchs and Douglas Fuchs); (6) "A Vocabulary Program to Complement and Bolster a Middle-Grade Comprehension Program" (Michael F. Graves); (7) "Classroom Talk about Texts: Is It Dear, Cheap, or a Bargain at Any Price?" (Donna E. Alvermann); (8) "Literacy Lessons Derived from the Instruction of Six Latina/Latino Teachers" (Robert T. Jimenez); and (9) "Beyond Balance: Goal Awareness, Developmental Progressions, Tailoring to the Context, and Supports for Teachers in Ideal Reading and Literacy Programs" (Jere Brophy). (NKA)

ED 435 981 CS 013 758

Mayfield, Laureen Goers; Holmes, Julie A.
The Effect of Direct Instruction in Sight Word Vocabulary on Reading Achievement of At-Risk Students.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, Alabama, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade 3; *High Risk Students; Primary Education; *Reading Achievement; Reading Research; Sight Vocabulary; *Vocabulary Development
IDENTIFIERS- *Direct Instruction; Iowa Tests of Basic Skills; Louisiana; Mann Whitney U Test

Twenty-seven third-grade children in a northern Louisiana public school participated in a study which examined whether a minimum amount of direct instruction in sight word recognition, combined with drill of sight words, could result in significantly better performance for the targeted at-risk children on the story and unit reading tests. The control group

IDENTIFIERS- Authentic Assessment

This report describes a program that was implemented to improve student assessment through the use of portfolios. The targeted population consisted of a first and third grade classroom in a suburb of a large Midwestern metropolitan area. The problems related to assessment were documented by state mandated test scores, teacher determined grades, teacher observations, student and parent surveys, and anecdotal records. Analysis of the probable cause data revealed that tests scores do not provide a clear picture of student growth and development. Evidence of this problem is low test scores, poor quality work, a discrepancy between performance on tests and student ability, and parental difficulty in understanding test scores. These factors, particularly the discrepancy between state-mandated test scores and teacher-determined grades in language arts, caused difficulty in clearly seeing and interpreting growth and development in student performance. A review of solution strategies suggested by credible sources combined with analysis of the problem setting resulted in a determination to use portfolio assessment in language arts as an intervention strategy. The intervention strategy included student-maintained portfolios, student and parent conferencing with teachers, and the use of a variety of authentic assessments. Post intervention data indicated that the use of portfolios provides students with a sense of ownership in their own learning and provides both parents and students with a more complete picture of student growth and development over time. Portfolios can be used to complement rather than substitute for testing and provide a more complete picture of student achievement and progress. They also provide teachers with a more complete picture of the successes of their teaching and areas where improvement is needed. (Contains 10 figures of data and 23 references. Appendixes contain data, survey instruments, and self-evaluation forms.) (Author/RS)

ED 436 003   CS 216 940

Ritter, Naomi
Teaching Interdisciplinary Thematic Units in Language Arts. ERIC Digest D142.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Definitions; Elementary Education; *Instructional Effectiveness; *Interdisciplinary Approach; *Language Arts; Research Needs; *Thematic Approach; Units of Study
IDENTIFIERS- ERIC Digests

This Digest discusses teaching interdisciplinary thematic units in language arts, noting that such units typically integrate broad areas of knowledge, such as social studies, mathematics, or ecology with the teaching of the four major language skills: reading, writing, listening, and speaking. The Digest presents a definition and rationale for interdisciplinary thematic units; offers examples of how teachers use theme units; and discusses research conclusions on the effectiveness of such units. It concludes that more research is needed to tell teachers how to use interdisciplinary thematic units in the language arts most effectively. (RS) local public school systems and other education agencies dedicated to the many institutions and organizations that deal with these entities. The directory offers instructions on usage, describes the types of agencies listed, and identifies the many abbreviations used in the text. Information on the universe of public schools and education agencies is collected annually in the NCES Common Core of Data (CCD) surveys. The surveys are completed from administrative records of the state education agencies by Common Core of Data Coordinators. The contents for the directory come primarily from the CCD education agency universe data collection of spring, 1997. In the directory's introduction, several tables that summarize the contents of the file are provided. They are followed by the listing of education agencies, organized by state and type of agency. The directory lists all reported public, elementary/secondary education agencies in the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and Department of Defense schools. (RJM)

ED 436 026 EA 030 134

Sergiovanni, Thomas J.
Rethinking Leadership: A Collection of Articles. K-College.
PUB DATE- 99
NOTE- 186p.; Foreword by Theodore R. Sizer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Higher Education; *Instructional Leadership; Interprofessional Relationship; Leadership; *Leadership Training; Principals; *Professional Development; School Community Relationship

This collection of articles looks at leadership strategies that are based on ideas, principles, and values rather than bureaucratic processes. The text is divided into three sections. Section 1 describes a morality-based leadership that emphasizes the bringing together of diverse people into a common cause. The section focuses on administering as a moral craft, new sources of leadership authority, and leadership as stewardship. It shows how successful schools are schools of character, and examines how democratic traditions relate to moral leadership. The second section prescribes a developmental view of leadership and outlines four stages of leadership: leadership by bartering, leadership by building, leadership by bonding, and leadership by binding. The chapters in this section examine ways to add value to leadership, why transformational leadership works and how to provide it, the roots of school leadership, and why educators should seek substitutes for leadership. The last section discusses ways to lead the learning community and includes information on changing the theory of schooling, relationships in communities, and practical suggestions. The book states that though school leaders must be many things to many people and must pay attention to management and politics, at the heart of their work they are ministers. (Contains an index.) (RJM)

ED 436 027 EA 030 135

Kelly, Dennis
Lessons Learned Along the Way: Survival Tips for School Leaders.
PUB DATE- 99

participation was influenced by the student's personal style, the size of the meeting, and the level of abstraction in the conversation. Implications and recommendations are made for ways in which the facilitator can prepare in advance (such as identifying the student's personal conversational style); for what the facilitator can do during the first few meetings (such as concentrating on individualizing the planning approach); for things the facilitator can do during more abstract planning sessions (such as making clear connections between the student's relevant starting points and the more conceptual planning). (Contains 11 references.) (DB)

ED 436 046 EC 307 509

Temelini, David; Fesko, Sheila
Disability Organization's Perspectives on the Needs of Youth with Disabilities Who Are Runaway or Homeless.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Agencies; *Agency Cooperation; At Risk Persons; *Disabilities; Disadvantaged Youth; *Homeless People; National Surveys; Needs Assessment; *Organizations (Groups); *Policy Formation; Research and Development; *Runaways; Theory Practice Relationship

This study surveyed 202 state-level disability organizations concerning their capacity, policy, and practices for working with youth with disabilities who are homeless, runaway, or at risk for running away. Major findings indicated: (1) limited awareness existed of the relationship between disabilities and runaway and homeless youth; (2) only 26 percent of respondents had developed programs or policies to address this issue; (3) although respondents identified these issues as a major need area, they reported limited training in the area of youth at risk for becoming runaway or homeless; (4) despite a strong presence of adolescent individuals with disabilities in emergency service provider caseloads, relationships between these agencies and state-level disability organizations are limited. Findings suggest the need for disability organizations and adolescent emergency service providers to build relationships and for state policies to address the identification of youth at risk for running away or becoming homeless and provide a support structure to meet their needs. (DB)

ED 436 047 EC 307 510

Whitney-Thomas, Jean; Timmons, Jaimie Ciulla
Building Authentic Visions: How To Support the Focus Person in Person Centered Planning.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

Putting It All Together," includes two case studies in which the assessment process is followed from initial identification through the development of an Individualized Education Program. Appendices include process instruments (instruments used for measuring processing skills), instruments for measuring traumatic brain injury, definition and assessment profiles for selected categories, a functional behavior assessment form, and cognitive measures for special populations. (Contains approximately 1,000 references.) (CR)

ED 436 065   EC 307 529

Hamill, Lee B.
One School District's Efforts To Develop a Formal Inclusion Program at the Secondary Level.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Inclusive Schools; Interviews; *Performance Factors; School Administration; Secondary Education; Success; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Collaboration; Urban Schools

This qualitative study investigated efforts to develop a formal inclusion program at the secondary level in a small urban school district. There were approximately 40 educators and 550 students in the junior and high school programs. About 60 of the students were identified with disabilities, including learning disabilities, behavior disorders, and mental retardation. Analysis of observations and interviews with thirteen junior high and high school staff members uncovered four themes: (1) some educators are devoted to implementing inclusion while others are less engaged in the process; (2) inclusion occurs even when there is no formal program in place; (3) student behavior and the academic nature of the general education curriculum present some difficulties for students with disabilities in inclusion classrooms; and (4) it takes a combination of administrative support, scheduling adjustments, and teacher collaboration to make inclusion work. (Contains 11 references.) (CR)

ED 436 066   EC 307 530

Gifted and Talented: Rules and Regulations: Program Approval Standards. First Revision.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Ability Identification; Curriculum; Definitions; Elementary Secondary Education; *Gifted; Parent Participation; *Special Programs; Staff Development; *State Regulation; *State Standards; Student Evaluation; *Talent; Talent Development
IDENTIFIERS- *Arkansas

This document presents minimum standards for approval of gifted and talented programs that meet the requirements of the Standards of Accreditation adopted by the Arkansas State Board of Education February 22, 1984, which have been effective since

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingual Students; Elementary Secondary Education; English (Second Language); *Language Minorities; *Limited English Speaking; Public Schools; School Effectiveness; *Second Language Learning; Urban Schools

This publication presents a summary of an ongoing collaborative research study that is both national in scope and practical for immediate local decision making in schools. It is written for bilingual and English as a Second Language program coordinators and local school policy makers. The research includes findings from five large urban and suburban school districts in various regions of the United States where large numbers of language minority students attend public schools, with over 700,000 language minority student records collected from 1982-1996. A developmental model of language acquisition for school is explained and validated by the data analyses. The model and findings from this study make predictions about long-term student achievement as a result of a variety of instructional practices. Instructions are provided for replicating this study and validating the findings in local school systems. General policy recommendations and specific action recommendations are provided for decision makers in schools. (Contains 71 references.) (Author/SM)

ED 436 088 FL 026 061

Frusher, Susan
Teaching English as a Second Language to Mexican University Students.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Group Discussion; Higher Education; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Mexico

This paper describes one teacher's experiences teaching English to Mexican university students at the Instituto Technologico y de Estudios Superiores de Mexico (ITESM), which is considered Mexico's top private university. The author taught two levels of English as a Second Language: English 2 and advanced English. The entire ITESM system used the same textbook, so there was consistency regardless of which campus students attended. The classes followed a format that included reading, listening to, repeating, and writing English. Students also wrote letters to students in a Spanish class at a U.S. university. During laboratory sessions, students played charades and picture acting games, and did scavenger hunts. English language movies were incorporated into all classes. Students viewed the movies then wrote reviews about them. They also learned English idioms. They were given 10 vocabulary words per week. Toward the end of the semester, students learned the words to American rock and roll songs. In the advanced class, discussion groups on a wide variety of topics were very successful. Students also gave speeches on topics of their choice. Grades were based on tests, homework, class

ED 436 105 FL 801 341

Khanna, A. L.; Verma, Mahendra K.; Agnihotri, R. K.; Sinha, S. K.
Adult ESOL Learners in Britain: A Cross-Cultural Study.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Students; *English (Second Language); Foreign Countries; Language Proficiency; Language Research; Second Language Instruction; Second Language Learning; *Sociolinguistics; *Student Characteristics; Teacher Attitudes
IDENTIFIERS- *United Kingdom

An overview is given of the main themes, perspectives, and debates in the teaching of English for Speakers of Other Languages (ESOL). Combining historical, sociolinguistic, and cross-cultural analysis of the language needs of adult immigrants, the discussion addresses issues related to ESOL learning and teaching in Great Britain. An introductory chapter offers sociolinguistic and historical background on ESOL instruction in Britain, and the second chapter looks at trends in second language research. The four subsequent chapters describe a survey of 133 adult ESOL students in 13 British adult education centers concerning their demographic characteristics, individual and family education, self and parent English language skills, patterns of language use, language attitudes, and language learning motivation. Focus of the analysis is on the social and psychological aspects of the student population, and findings on the sociolinguistic correlates of English language proficiency in this population are presented. Results of interviews with 30 teachers concerning the current status and future prospects for ESOL teaching in Britain are also presented. Appended are the questionnaire, rating sheet, and ESOL Centre profile sheet. Contains 245 references. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 436 106 FL 801 342

Marshall, Brigitte, Ed.
Learning a Living: Periodic News Bulletin, Nos. 1-3, 1997.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Change Strategies; Classroom Techniques; Course Content; *Education Work Relationship; Educational Policy; Employment Potential; *English (Second Language); Internship Programs; Program Descriptions; *Public Policy; Second Language Instruction; Vocational Education; Vocational English (Second Language); *Welfare Services
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills; Welfare Reform

The first three issues of this periodic newsletter contain professional news and articles addressing issues in English language training for limited-English-proficient workers, including "How can ESL Teachers Respond to Welfare Reform?", suggesting language learning objectives, classroom techniques, and involvement strategies to enhance learners' employment procedures/skills over the World Wide Web, simulating classroom interaction, communicating with students, and dealing with testing/administrative issues; (4) trial; (5) evaluation; and (6) implementation, including lessons learned. A syllabus format for Web-based courses is appended. (Contains 41 references.) (Author/MES)

ED 436 127 IR 019 750

Thoms, Karen J.
Technology for Pre-Service Teachers.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Audiovisual Aids; Computer Uses in Education; *Course Content; Course Descriptions; Curriculum Development; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; *Preservice Teacher Education; Preservice Teachers; Teaching Methods
IDENTIFIERS- Saint Cloud State University MN; *Technology Utilization

This paper explains how the St. Cloud State University (Minnesota) College of Education is addressing the need for its graduates to be information technology-prepared in order to meet the demands and expectations of today's classroom. Following a summary of research that indicates the need for improved instruction about effective use of technology in education, an overview is provided of a course on media, materials, and methods of instruction. Topics addressed include: (1) prerequisite competencies, including operating system and application skills; (2) course content, including the World Wide Web, bibliographic instruction, trends in educational/instructional technology, communications tools, media and instruction, systematic planning for media use, visual principles and design, nonprojected visuals, projected visuals, audio media, motion media, computers in education, multimedia systems, computer networks, distance education, process technologies, equipment and setups, and copyright; (3) required assignments; (4) other activities; and (5) experimenting with offering the course as part of the elementary education block. (MES)

ED 436 128 IR 019 753

Sparks, Kristin E., Ed.; Simonson, Michael, Ed.
Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, Texas, February 10-14, 1999).
PUB DATE- 99
NOTE- 546p.; For selected individual papers, see IR 019 754-811. For the 1998 proceedings, see ED 423 819.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher

situation. All participants, 60 university students enrolled in a beginning photography course for non-art majors, were subject to the same conditions. The treatment was embedded instruction and practice in reflection, planning, and evaluation. Metacognitive awareness was measured prior to and after the treatment. The use of metacognitive strategies was measured by a self-reflection survey, following the first and last assignment. These assignments were identical and provided for the assessment of performance. Results indicated that the treatment had a positive effect on learning. The change in metacognitive awareness led the researchers to conclude that instructional strategies that teach students to practice metacognitive skills while learning course content improves the use and awareness of these skills, as well as performance. The Metacognition Awareness Inventory, the student self-report survey for assignment 1, the heuristic used to measure students' change in performance, and tables summarizing results are appended. (Author/MES)

ED 436 147   IR 019 772

McCrary, Nancye; Mazur, Joan M.
Evaluating Narrative Simulation as Instructional Design for Potential To Impact Bias and Discrimination.
PUB DATE- 99
NOTE- 13p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attitude Change; Clergy; Counselors; Evaluation Criteria; Field Tests; Formative Evaluation; *Homophobia; Homosexuality; *Instructional Design; Instructional Development; Instructional Effectiveness; Instructional Material Evaluation; *Material Development; *Narration; Postsecondary Education; Qualitative Research; *Simulation; Social Discrimination; Suicide; Teaching Methods
IDENTIFIERS- Adolescent Suicide; Pastoral Counseling

This paper reports on the development, design, and initial field testing of a narrative simulation, "'This Just Is!' Jeff's Story," that focused on homophobia and adolescent suicide. The initial field test was conducted with two user groups--a graduate class of professionals in the field of higher education student development, and a small group of ministers certified as pastoral counselors. The evaluation utilizes data obtained through expert feedback, exercise field tests, individual and focus group interviews, and observation, as a basis for informing continued development of this design. Formative evaluation results are summarized in the following areas: usability; veracity; the extent to which the user felt the experience was informative; cognitive, or the extent to which the exercise provoked thinking; affective, or impact on attitude; and the value of group discussion in the exercise process. Desired learning outcomes that focus on attitudes, beliefs, and biases may lend themselves to further evaluation of narrative simulation in creating contexts in which to examine deeply held beliefs. (Contains 40 references.) (MES)

ED 436 148   IR 019 773

Hsu, Yu-chen

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Interviews; Secondary Education; *Secondary School Teachers; Tables (Data); *Teacher Attitudes; Teacher Characteristics; Teacher Surveys; Use Studies
IDENTIFIERS- Barriers to Implementation; Computer Users; Facilitators; *Technology Integration; *Technology Role

The purpose of this study was to investigate teachers' perceptions of the role computers play in their workplace performance. Subjects were 142 secondary public school teachers who responded to a 71-item questionnaire. Follow-up telephone interviews were conducted with 15 carefully selected subjects to provide more depth. Data were analyzed to provide a multifaceted description of teachers' current professional computer uses, their perceptions of the effects of the computer on their work, and what most facilitates or impedes their computer use. Subjects generally use the computer for typical tasks, such as creating instructional materials and performing administrative tasks. Most perceived their computer use as having a positive impact on their work, making them more professional, more creative, better informed, and generally better educators. Surprisingly, improved interaction with colleagues did not emerge as a particularly important use of the computer. Accessibility to e-mail and Internet access was moderate or high for only 33.8% of the subjects, and few use the computer to communicate with colleagues, a use that might ease the isolation of teachers and foster professional development. (Author/MES)

ED 436 167   IR 019 792

Leh, Amy Sheng Chieh
Research on Technology Courses at Colleges of Education.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Course Content; Course Descriptions; *Educational Technology; Higher Education; School Surveys; *Schools of Education; *Teacher Education
IDENTIFIERS- Web Sites

This study investigated the structure and content of technology courses at 25 colleges of education. Data were collected through interviews at two professional conventions, followed up by e-mail communication. Course syllabi were collected via e-mail and downloaded from the Internet. Two main types of teaching structures were found at the universities. The similarity of the two structures was that both consisted of lecture and lab; in the lecture, students learned computer concepts, and they conducted hand-on activities in the lab. The difference was in where the lectures was conducted, e.g., in a large lecture hall or in a computer lab where the instructors taught both concepts and skills. At all universities, the course content contained concepts and skills. Primary components included word processing, spreadsheet, database, multimedia, presentation, telecommunications, and World Wide Web page development. Web sites containing syllabi for several of the universities are listed. (MES) for studying people to help design educational media, such as educational Web sites, that take into consideration not only how educational media is structured, but also consider the guiding mental models that influence learning on the Internet. (MES)

ED 436 185 IR 019 810

Powers, Susan M.; Davis, Michaeleen; Torrence, Eileen
Person-Environment Interaction in the Virtual Classroom: An Initial Examination.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Computer Assisted Instruction; *Course Evaluation; *Distance Education; Evaluation Criteria; Evaluation Methods; Higher Education; Instructional Design; Interaction; *Measurement Techniques; Pilot Projects; Rating Scales; Student Attitudes; Student Surveys; *Test Validity; World Wide Web
IDENTIFIERS- *College University Classroom Environment Inventory; Learning Environments; *Virtual Classrooms

This pilot study explores the perceptions of distance education students of their classroom environment using the College/University Classroom Environment Inventory (CUCEI), a traditional classroom assessment tool. The CUCEI has seven scales that cover the areas of personalization, involvement, student cohesiveness, satisfaction, task orientation, and innovation. The scales determine the fit between a student's perception of the actual classroom environment and their preferred environment. Participants were 13 graduate students enrolled in three different courses on instructional technology offered at a distance over the World Wide Web. In addition to the data collected with the CUCEI, qualitative information was also collected in order to assist with interpretation of CUCEI results, including papers and presentations, discussion questions, online lectures, peer discussion and feedback, and student reflective journals and time logs. Results are examined related to the viability of the use of the CUCEI in this context, followed by a discussion of student assessment of their virtual classroom environment. It is concluded that the CUCEI is promising in its ability to assess the virtual classroom environment and provide instructors with valuable information about student perceptions of the environment. (MES)

ED 436 186 IR 019 811

Andrews, Sandra; DiGangi, Samuel A.; Winograd, David; Jannasch-Pennell, Angel; Yu, Chong-Ho
Designing On-Line Instruction Using Multidisciplinary Approaches.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accountability; Costs; *Higher Education; *Paying for College; Private Colleges; Public Colleges; *State Aid; State Boards of Education; *Student Costs; Student Financial Aid; Tuition
IDENTIFIERS- Affordability; *Missouri

The Missouri Coordinating Board for Higher Education established the Commission on the Affordability of Higher Education to respond to concerns and challenges posed by the rising cost of attendance at colleges and universities and private career schools. This commission was charged with reviewing pertinent data and making recommendations to the higher education community regarding financial aid, factors affecting the cost of attendance, accountability, and public policy issues related to higher education affordability. The commission arrived at the following findings: (1) there has been a dramatic shift in responsibility for financing higher education, and this additional burden is increasingly being financed by student loans; (2) institutional aspirations and public expectations have a significant impact on the cost of higher education; (3) Missourians have access to a diverse system of public and independent higher education, with a wide range of tuition and fee levels; (4) state-level policy makers and the public have a limited understanding of institutional pricing policies; and (5) no student pays the full cost of a college education--colleges and universities subsidize the cost of higher education with different sources of revenue and the subsidy varies by institution. The commission's recommendations address issues of cost containment, state budget policy, pricing, financial access, and consumer information. Contains 12 charts. (EMH)

ED 436 206 JC 000 022

Follow-up Survey of Voc-Ed Program Completers and Leavers.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Benefits; *Employment; Employment Patterns; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Program Evaluation; Salaries; Student Attitudes; Two Year Colleges
IDENTIFIERS- *Cabrillo College CA

This report describes an annual study done at Cabrillo College (California) of all occupational graduates and students who left the college after taking a significant number of occupational education courses. The purpose of this study is to obtain the following data from Cabrillo's former students: employment status and location, salary level, whether their job relates to their studies at Cabrillo College, satisfaction with the college's offerings, and retraining needs. A total of 1,098 students were surveyed either by telephone or mail; the response rate was 41 percent. Findings included: (1) eight out of ten students were employed; (2) students who completed their programs and received certificates or degrees had higher percentages of employment than those who did not; (3) those who

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; *Community Colleges; Credentials; *Degrees (Academic); Educational Assessment; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Special Degree Programs; State Colleges; *State Programs; *Teacher Aides; Teacher Certification; Teacher Education; *Teacher Education Programs; Two Year Colleges
IDENTIFIERS- *California Community Colleges; Los Angeles Mission College CA; Shasta College CA

Senate Bill 156 of 1989 established the "Teacher Assistant, Associate of Arts" degree program in the California Education Code as a new offering of the California Community Colleges. It funded the creation of the program by two community colleges in different regions of the State, and it directed the California Commission on Teacher Credentialing to examine students who earn the degree for licensure as teacher assistants. It also called on the Postsecondary Education Commission to evaluate the outcomes of the program and to make recommendations, as appropriate, to the Governor, Legislature, and other agencies. This report responds to that request by describing the programs established by the two selected colleges, Los Angeles Mission College in Sylmar and Shasta College in Redding, and evaluating them from both a qualitative and quantitative perspective, despite the fact that much of the information needed for a thorough program evaluation is not available (Part Three). Part Two of this report discusses the origins and implementation of the two programs. The report also discusses the challenges facing the two programs and presents seven conclusions and recommendations for their improvement (Part One). Appended are the Senate Bill 156 of 1989 and Education Code Sections 45350-45358. Contains 11 references. (VWC)

ED 436 226 JC 990 696

Koufman-Frederick, Ann; Lillie, Martha; Pattison-Gordon, Laurie; Watt, Daniel Lynn; Carter, Richard
Electronic Collaboration: A Practical Guide for Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 91p.; "A joint production of the Northeast and Islands Regional Educational Laboratory (LAB) at Brown University, the National School Network (NSN), and the Teacher Enhancement Electronic Community Hall (TEECH)."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Computer Mediated Communication; Computer Uses in Education; *Cooperation; Discussion Groups; *Educational Technology; Electronic Equipment; *Electronic Mail; *Information Dissemination; Information Networks; Instructional Innovation; *Online Systems; Partnerships in Education; Teaching Guides; Teaching Methods

This practical guide for educators discusses the concept of electronic collaboration and how educators can begin to utilize this emerging tool. The guide reports on what electronic and development; (2) strengthen families as the primary nurturers of their children; (3) provide children with educational, health, and nutritional services; (4) link children and families to needed community services; and (5) ensure well-managed programs that involve parents in decision-making. Part III of the report presents the strategic plan for implementing the Performance Measures, including establishing an ongoing system of data collection, developing a communication plan, instituting a feedback loop for policy and resource decisions, and promoting use of the data by local programs. Appendices contain a Performance Measures matrix and Performance Measures data. (EV)

ED 436 243 PS 028 038

Head Start Program Performance Measures. Second Progress Report. Head Start Research.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 116p.; For the First Progress Report on the Head Start Program Performance Measures, see PS 028 037.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Criteria; Evaluation Methods; Performance Factors; Preschool Education; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- *Project Head Start

In 1995, Head Start developed performance measures to promote accountability through the assessment of program quality and outcomes. This report is the Head Start program's second progress report on its self-assessment using the Program Performance Measures. The measures are grouped under the five objectives of Head Start: (1) enhance children's growth and development; (2) strengthen families as the primary nurturers of their children; (3) provide children with educational, health, and nutritional services; (4) link children and families to needed community services; and (5) ensure well-managed programs that involve parents in decision-making. The report provides preliminary outcome data for measures outlined in Objectives 1 and 2, as well as process data for Objectives 3, 4, and 5. The outcome data are from the Head Start Family and Child Experiences Survey (FACES), a nationally representative sampling of Head Start programs, classrooms, teachers, parents, and children examining the quality and effects of Head Start. The data in this report are drawn from the spring 1997 FACES field test in which approximately 2,400 parents and children were studied in 40 Head Start programs. Following a description of the conceptual framework on which the measures are based, the report's introduction and overview present findings from the FACES study: (1) Head Start classroom quality is good; (2) Head Start children are ready for school; (3) program quality is linked to child performance; and (4) Head Start families are involved despite challenges. Chapter 1 of the report discusses the findings in more depth. Chapter 2 describes additional efforts underway to improve the quality and effectiveness of Head Start, including revision of the Head Start Program Performance Standards, monitoring system, and training and technical assistance system. Chapter 3 presents the Program Performance Measures Matrix, which contains data from the Head Start Monitoring and Tracking System (HSMTS) and the Program Information Report (PIR). (Contains 34 references chapter describes the history of ECSE and discusses recent changes in how special education services are delivered to young children with disabilities. The chapter highlights challenges for professionals in inclusive programs, compares and contrasts the views of curriculum in ECSE with that in early childhood education (ECE), and reviews the current state of ECSE curricular practices and how these practices can be used in ECE. The chapter provides information on federal legislation influencing ECSE services and discusses recent efforts to develop joint programs. The chapter also considers the need for interprofessional collaboration, collective values, parity, shared responsibility, and shared goals, maintaining that having shared goals has been particularly difficult for ECE and ECSE professionals to achieve, although there is increasing convergence toward a compatible instructional philosophy. The chapter discusses the Individualized Educational Plan (IEP) and examines curricular approaches that help children with disabilities achieve goals/objectives specified on their IEPs, while supporting their meaningful participation in activities with peers, focusing on naturalistic approaches to instruction. Finally, the chapter outlines curricular practices in inclusive settings, including: modifying curricula through environmental support, materials adaptation, activity simplification, adult and peer support, and special equipment. Other teaching strategies are embedding learning opportunities and using specialized instruction. (Contains 50 references.) (KB)

ED 436 262 PS 028 098

New, Rebecca S.
An Integrated Early Childhood Curriculum: Moving from the "What" and the "How" to the "Why."
PUB DATE- 99
NOTE- 24p.; In: The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition; see PS 028 086.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childhood Needs; Developmentally Appropriate Practices; Early Childhood Education; Educational Philosophy; Educational Practices; Educational Principles; *Elementary School Curriculum; Family School Relationship; *Integrated Curriculum; Learning; *Preschool Curriculum; Young Children
IDENTIFIERS- *Whole Child Approach

Usually considered a pedagogical plan, the term "curriculum" is linked with decisions regarding educational content and often with related instructional strategies. However, a curriculum for young children embodies more than the "what" and the "how" of children's learning experiences in early childhood settings. Based on the premise that contemporary interpretations of both an integrated curriculum and developmentally appropriate practices are inextricably linked, this chapter examines the relationship among the "what," the "how," and the "why" of an integrated curriculum designed for young children in a rapidly changing and challenging society. An integrated curriculum is defined as one nesting discrete educational goals and objectives within conceptually and experientially rich learning opportunities deemed socially relevant and responsive to children's developmental characteristics. The chapter begins with an overview of current understanding about young children as learners in particular sociocultural contexts, including changing views of competence. The chapter considers essential qualities of an early childhood curriculum as it might reflect children. Of children who exceeded cut-off scores on classroom behavior problems at pre-intervention, 80 percent of PT children fell below cut-off at post-intervention, compared to 40 percent of comparison children. Of children who exceeded cut-offs on observed child deviance during observed parent-child play, 100 percent of PT children fell below cut-off at post-intervention, compared to 50 percent of comparison children. PT teachers reported improvements in child care self-efficacy. (Contains 16 references.) (Author/KB)

ED 436 281 PS 028 130

Cordon, Luis A.
In Search of Scaffolding: An Observational Study of Fathers' Informal Instructional Styles.
PUB DATE- 99
NOTE- 16p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Fathers; Observation; Parent Child Relationship; *Parents as Teachers; *Recall (Psychology); *Teaching Styles; *Transfer of Training
IDENTIFIERS- *Scaffolding

Most research on scaffolded instruction has been conducted with mothers rather than fathers and has carried the implicit assumption that it is superior to other methods. This study examined fathers' teaching style differences and the effects of those differences on children's recall and transfer of a strategy for solving balance scale problems. Participating were 11 father-daughter and 9 father-son dyads. Children ranged in age from 9 to 12 years. Two balance scales were used during instruction, one with four pegs to each side of the fulcrum, and one with 10 pegs to each side. During a laboratory session, fathers completed a questionnaire regarding his aspirations for his child and his involvement in his child's life. Prior to the teaching phase, fathers' understanding of the mathematical rule for solving balance problems was verified. The teaching interaction was videotaped. Following the interaction, children received a posttest of 4-peg problems to test strategy maintenance and were also posttested for transfer on a 10-peg scale and for far transfer using problems presented on paper. Teaching style was defined by the change over time in the proportion of words spoken by the father and child. The findings indicated that fathers were highly variable in the amount of time they took to teach the strategy, as well as in their teaching style. All fathers were equally effective in teaching the strategy to their children. A high correlation was found between frequency of help with homework and efficiency of teaching. (Contains 22 references.) (KB)

ED 436 282 PS 028 132

Schwebel, Robert
How To Help Your Kids Choose To Be Tobacco-Free: A Guide for Parents of Children Ages 3 through 19.
PUB DATE- 99
NOTE- 192p.; "Foreword by George D. Comerci."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

increased average earnings of less-educated groups and reduced average earnings of more-educated groups. (Appendixes include an example of simulations and parameter estimates. Contains 13 references.) (YLB)

ED 435 800 CE 079 322

Zirkle, Chris; Durand, Donna Brooks
Teaching a Course through Multiple Delivery Systems: Some Lessons Learned.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Indiana Postsecondary Education Conference (Muncie, IN, October 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; Consortia; Conventional Instruction; *Delivery Systems; *Distance Education; Educational Benefits; *Educational Improvement; Educational Needs; Educational Practices; Evaluation Methods; *Faculty Development; Higher Education; Instructional Improvement; Internet; Multimedia Instruction; Nontraditional Students; Student Evaluation; Teacher Student Relationship; Teaching Methods; *Technology Education; Videotape Recordings; *Vocational Education
IDENTIFIERS- *Indiana State University

In recent years, increasing numbers of nontraditional students have begun pursuing bachelor's and master's degrees in human resources development, technology education, and vocational-technical education in the Department of Industrial Technology Education (ITE) at Indiana State University. In 1998, the ITE department expanded the options available to these students by offering courses through the Indiana Higher Education Telecommunication System (IHETS), which is a state-funded consortium of eight college and university campuses that was initiated in 1967. Students now have the option of taking courses through one of four delivery formats: traditional on-campus delivery; IHETS satellite transmission to 325 sites; videotape; and the Internet. The transition to instruction through multiple delivery systems has given rise to several issues and concerns including the following: (1) in most cases, students and faculty have no eye-to-eye contact; (2) assessment of students at various "distances" can be problematic; and (3) teaching courses through multiple delivery formats requires high levels of expertise on the part of faculty. Solutions developed to address these issues/concerns have included the following: (1) enabling off-campus students to communicate with faculty via e-mail, telephone, and satellite transmission; (2) arranging for proctored examinations at remote sites; and (3) offering faculty training sessions on creating Web pages and Internet courses. (MN)

ED 435 801 CE 079 323

Berg, Fran, Ed.; Cunningham, Michelle, Ed.; Frick, Brian, Ed.; Krulek, Tammy, Ed.; Rancour, Paulette, Ed.
Adult Career Counseling Center Sixteenth Annual Report, September 1998-June 1999. Computer-Assisted Career Guidance Systems and Career Counseling Services.
PUB DATE- 99
NOTE- 64p.; For the Fifteenth Annual Report, see ED 424 357.
LANGUAGE- English

acceptable general theory of adult learning, and the need for additional research to validate prior positions and expand knowledge about certain aspects of andragogy. (Contains 38 references.) (MN)

ED 435 818 CE 079 353

Wyn, Johanna; Holden, Elizabeth
Early School Leavers: Young Women and Girls at Risk.
SPONS. AGENCY- Victorian Directorate of School Education, Melbourne (Australia).
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Dropout Characteristics; Dropout Prevention; Dropout Research; Education Work Relationship; Educational Needs; Foreign Countries; Longitudinal Studies; Needs Assessment; Noncollege Bound Students; *Outcomes of Education; Policy Formation; Postsecondary Education; Predictor Variables; *Public Policy; Role of Education; Secondary Education; Sex Differences; Special Needs Students; Student Needs; *Vocational Education; *Womens Education
IDENTIFIERS- *Australia; TAFE (Australia)

The experiences of young women in Victoria, Australia, who left school before completing their secondary education were examined to identify the issues facing female early school leavers and the policy implications of those issues. The study was based primarily on data from the Youth Research Centre's Disaffiliated Early School Leavers study, a longitudinal study of 132 early school leavers (including 57 young women) that began in 1990. Special attention was paid to the following topics: (1) pathways taken (employment, reliance on income support or family support, involvement in illegal activity); (2) participation in education and training (secondary school, SkillShare, technical and further education, apprenticeships, traineeships); (3) accommodations; (4) services and support received; (5) outcomes of postschool activities; (6) barriers encountered by female early leavers; and (7) early leavers' plans for the future. The young women's experiences were discussed from the following standpoints: their place in Australia's new education and training agenda; their transition to independent adulthood; and educational practices that can assist their transition (curriculum design, reentry, monitoring). The study documented the struggles of female early school leavers and confirmed that Australian schools must ensure that their curriculum provides for all girls and women, including those not on a "university track." (Contains 43 references.) (MN)

ED 435 819 CE 079 361

Gougeon, Thomas D.
Do Female and Male On-Line Students Meet Their Needs Differently? Introducing New Data.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (San Antonio, TX, November 17-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Wide Web, which includes websites of many commercial and nonprofit publishers and the Vocational Education Resources site. (A 32-item annotated bibliography constituting approximately 75% of this document lists the following: addresses of 9 commercial publishers and subjects covered by their publications; 5 curriculum labs; 3 curriculum consortia; 4 curriculum developers; 6 state/regional resource centers; 4 miscellaneous sources of vocational education materials; and 2 related resources.) (MN)

ED 435 838   CE 079 430

Dean, Brenda Pennington; West, Russell
Characteristics of Viable and Sustainable Workers for the Year 2015.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Colleges; Delphi Technique; Educational Cooperation; *Educational Needs; Educational Practices; *Employer Attitudes; Employer Employee Relationship; *Employment Practices; Employment Projections; *Employment Qualifications; *Job Skills; Job Training; Labor Force Development; Labor Needs; Needs Assessment; Organizational Climate; Questionnaires; Regional Planning; School Business Relationship; Training Methods; Two Year Colleges; *Vocational Education; Work Environment
IDENTIFIERS- *Tennessee (Northeast)

A two-round Delphi study was conducted to identify the characteristics of viable and sustainable employees in northeastern Tennessee in 2015. The Delphi panel selected for the study consisted of 25 experts who represented a cross-section of the businesses and communities in the 10-county area of northeastern Tennessee served by Walters State Community College. The five characteristics receiving the highest rankings were as follows: strong work ethic, positive attitude, willingness to learn, and dependable/adaptable work personality. The characteristics receiving the lowest rankings were the following: ability to use statistical process control, oral presentation skills, and math skills. Establishing cultures where workers are valued, establishing on-the-job and in-house training programs, and instituting participatory management strategies were deemed the important initiatives of successful companies in 2015. Initiatives considered less important to companies included replacing equipment, working with teachers to provide job shadowing experiences, and increasing the number of available internships. Initiatives increasing reading, math, and writing proficiency and initiatives facilitating collaborative curriculum development by industry and education were considered the most important initiatives required of public education. (The paper contains 25 references. Appended is the round 2 survey instrument, "Delphi Study of Desirable Characteristics of Viable and Sustainable Workers in 2015.) (MN)

ED 435 839   CE 079 431

Goodman, Gregory

Padak, Nancy; Carolyn Coman
What Jamie Saw. Trade Book Teaching Ideas from the OLRC Reading Group. Teacher to Teacher Series.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Battered Women; *Child Abuse; Classroom Techniques; Correctional Education; Learning Activities; *Literacy Education; Reading Materials; Reading Skills; Teaching Methods; Writing Skills

Intended for teachers of adult literacy, these teaching ideas for the book, "What Jamie Saw," begin with a summary and introductory notes for this book on abuse and its effects on children. Teaching ideas include such suggestions as asking students to write down powerful sentences, to jot notes in their journals about specified units, and to place a sticky note on pages where they find something interesting and every chapter or two doing a Think-Pair-Share. A few chapter-specific suggestions are made for chapters 1, 5 (a sketch to stretch activity), 7 (an Agree? Disagree? Why? activity), and a culminating activity. The next section discusses the field testing of these teaching ideas in two widely diverse learning situations--an urban family literacy program and a tutoring program in a corrections facility--in which both teachers reported enthusiastic student response despite initial resistance. Teacher changes are then described. The final section presents some readers' responses. (YLB)

ED 435 857 CE 079 459

Gutierrez, Michael
The Role of Community Colleges in the One-Stop Career Center System. Four Case Studies. National Coalition of Advanced Technology Centers Report Series Volume 1, Number 5.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Career Development; Career Education; Case Studies; *Community Colleges; *Cooperative Programs; Coordination; *Education Work Relationship; Educational Research; *Employment Services; Federal Legislation; *Job Placement; Job Search Methods; *Labor Force Development; Labor Market; Occupational Information; Two Year Colleges

This report studies how public community colleges in different states are approaching and fitting into the one-stop career center system (OSCCS). The comparison study analyzes state and federal legislation to determine the following: OSCCS development; how OSCCs are involving public community and technical colleges; the different roles these colleges can assume within the OSCCS; and the pros and cons of OSCCS for these colleges. Chapter 1 addresses what is wrong with the work force development system. It covers the work force development system bureaucracy and creation of an integrated delivery system. Chapter 2 paints an historical picture of the work force development system in the United States. Chapter 3 covers

Educational Environment; Elementary Secondary Education; Fatherless Family; *High Risk Students; *Intervention; Juvenile Gangs; *Males; Mass Media Effects; Mentors; Poverty; Racial Bias; Sex Role; Socioeconomic Status; Spirituality; Substance Abuse; Violence; Weapons

This book examines conceivable links between young male criminality and physical, emotional, or sexual abuse; lack of mentoring by older males; the inculcation of shame by adults; child poverty and neglect; social and political disenfranchisement; inappropriate, inadequate, and ineffectual education; spiritual impoverishment; father absence; lack of economic opportunity; combat sports; corporal punishment; rigid gender roles; anti-boy bias; the media; easy access to guns and alcohol; substance abuse and the criminalization of drugs; class disparities and racism; and other largely preventable and treatable influences in boys' formative years. A number of personal stories from the author's violent and incarcerated adolescence are presented throughout. Reports from other men who were swallowed by the dark maw of sociopathy in their youth, yet returned to make valuable contributions to their communities, are also included. These accounts are followed with observations about the particular elements that helped these males become productive adults instead of career criminals. The effective programs and innovative approaches outlined in this book are largely drawn from dedicated people working on the challenging front lines of troubled boys' lives. There are detailed suggestions about how adults can create more helpful environments for trouble young men today. Over 500 studies in sociology, psychology, criminal justice, psychiatry, education, and other fields underscore the anecdotal reports. A list of notes by chapter, a list of pertinent internet addresses, information about the author, and an index are provided. (MKA)

ED 435 877 CG 029 565

Schaefer, Charles E.; DiGeronimo, Theresa Foy
How To Talk to Teens about Really Important Things: Specific Questions and Answers and Useful Things To Say.
PUB DATE- 99
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Contraception; Death; Depression (Psychology); Divorce; Drinking; Driving While Intoxicated; Ethics; Homosexuality; Internet; Interpersonal Communication; Juvenile Gangs; *Parent Child Relationship; Peer Influence; Pornography; Pregnancy; Puberty; Racial Bias; Religion; Sexuality; Substance Abuse; Values; Violence
IDENTIFIERS- Body Piercing; Cults; Date Rape; Sexually Transmitted Diseases; Tattoos

For parents of teenagers, talking about sex, drugs, lifestyle choices, AIDS, and divorce can be one of life's toughest challenges. This books serves as a guide for those who have found themselves ill prepared and ill at ease when discussing some of life's most important issues with teens. The book also helps to bridge the gap in parent-teen communication. It is divided into three chapters. Each chapter offers a collection of advice, information, and sample dialogues that are based on years of clinical practice, parental experience, and scholarly research. The chapters also provide suggestions for further functional communication were addressed in the behavior plan using a schedule board based on the Picture Exchange Communication System (PECS). After implementation of the PECS intervention, disruptive and aggressive behavior decreased dramatically with a concurrent increase in cooperative behavior. Appropriate behavior during transition times was maintained throughout the remainder of the school year. The case study provided illustrates the usefulness of a functional picture communication board and daily schedule for a young child with pervasive developmental disorder. (Contains 20 references and 2 figures.) (GCP)

ED 435 897   CG 029 597

Schatz, Mona Struhsaker; Salz, Michael
Family Intervention Training Programs in Russia and Eastern European Countries.
PUB DATE- 95
NOTE- 20p.; Paper presented at the Weld County Foster Parent Association Recognition Dinner (Greeley, CO, October, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Ethnic Studies; *Family Counseling; Foreign Countries; Intervention; Personal Narratives; Programs; Social Work; Training
IDENTIFIERS- Albania; Hungary; Latvia; Romania; *Russia; Siberia

This paper describes the experiences of a psychologist and social worker trainer from 1992-1995 as she traveled throughout Post-Peristroika Russia and Eastern Europe working with families. The author describes how being in another country caused her to adjust her notions of what is "normal," and she discusses how culture contributes to who we are. The paper briefly discusses the work of Virginia Satir, the mother of family systems theory, in this part of the world during the 1980's. The following impressions of the atmosphere were observed by the author: As Eastern European countries and Russia undergo dramatic political, economic, and social shifts, every aspect of family and personal life is affected. Today, reports indicate high levels of crime and violence among youth. There are great stresses for families because of limited family resources. There are more concerns about acting out behaviors among teens. Some of the programs which are said to have served young people well, such as Pioneer camps in the summer are now gone. Parents, especially because of their memories of Pioneer Camp, express their disappointment in this change. As these roles and family functions change the multi-generation family may be at risk but attentive parenting continues to remain strong. Social work, believed unnecessary in the former Communist republic, is now an emerging profession in these countries. The author discusses her part in helping to advance this profession during her travels. (MKA)

ED 435 898   CG 029 598

Schatz, Mona S.; Horejsi, Charles
From Moral Development to Healthy Relationships: The Role of Religion in Out-of-Home Placement.
PUB DATE- 96
NOTE- 34p.; Paper presented at the Annual Child Abuse and Neglect Symposium (24th, Keystone, CO, May 24-25, 1996).

organizations that can provide information on other groups, internet resources, and two useful directories are also included. (MKA)

ED 435 919 CG 029 619

Sue, Derald Wing
Advocacy and Indigenous Methods of Healing.
PUB DATE- 99
NOTE- 7p.; Chapter 15 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Case Studies; Counselor Role; Cultural Differences; Ethnicity; Racial Differences
IDENTIFIERS- *Traditional Healing

Most counselors have had very little experience with indigenous methods of healing. Indigenous healing can be defined as helping beliefs and practices that originate over extended time within a culture that are not transported from other regions, and that are designed for treating the inhabitants of a given group. Most counselors would find great difficulty in working effectively with clients who use such methods. Yet, the increasing numbers of racial/ethnic minority groups in U.S. society have exposed helping professionals to a host of different belief systems. It is important for counselors to understand indigenous healing practices and their potential role as advocates. This paper discusses the case of a former Hmong soldier who was experiencing difficulty sleeping and frequently had disturbing dreams. His resettlement worker enlisted the help of a highly respected shaman who through chanting and other rituals was able to put the man and his family at ease. This paper also discusses the role of advocates and becoming an advocate for indigenous healing. Mental health professionals must be willing and able to form partnerships with indigenous healers to develop community liaisons if they are to be effective advocates. (Contains 3 references.) (MKA)

ED 435 920 CG 029 620

Kelly, Karen; Empson, Gwen
Advocating for Women in the Criminal Justice and Addiction Treatment Systems.
PUB DATE- 99
NOTE- 6p.; Chapter 16 in "Advocacy in Counseling: Counselors, Clients, & Community"; see CG 029 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Correctional Rehabilitation; Drug Addiction; Drug Rehabilitation; Empowerment; *Females

Currently, women represent 30 percent of the drug-abusing population but are entering the prison system at a rate two times that of men. How can practitioners meet the pressing needs of offender women in treatment, prisons, and jails through the 1990s and the millennium? The correctional environment poses special advocacy challenges. The role of advocate can no longer be performed by any single entity. As advocates for quality service delivery, counselors and providers of care must collaborate with clients and others advocating for changes in public policy. Advocacy involves

ED 435 939 CG 029 643

Tobacco Advertising and Children. Hearing before the Committee on Commerce, Science, and Transportation. United States Senate, 105th Congress, 1st Session.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Advertising; *Children; Court Litigation; Hearings; *Smoking; *Tobacco
IDENTIFIERS- Congress 105th

This booklet provides a transcript of the September 16, 1997 hearing before the Committee on Commerce, Science, and Transportation of the U.S. Senate. The hearing concerns tobacco advertising and children. The statements delivered before the committee as well as the prepared statements of several senators are included. These senators are: John McCain, Ron Wyden, Wendell H. Ford, Olympia J. Snowe, Richard H. Bryan, and Bill Frist. A letter from Margaret S. Plattner, Director of the Teen Tobacco Enforcement Program, Department of Alcoholic Beverage Control in Kentucky, is also provided. The testimony of several witnesses and their prepared statements are included. The witnesses are: Joseph R. DiFranza, University of Massachusetts Medical Center, on behalf of Stop Teenage Addiction to Tobacco; Shirley Igo, Vice President for Legislation, National Parent Teacher Association; Alfred Munzer, MD, past president, American Lung Association and Director of Critical Care and Pulmonary Medicine, Washington Adventist Hospital in Maryland; Matthew L. Myers, Executive Vice President and General Counsel, National Center for Tobacco-Free Kids; and D. Scott Wise, Partner Davis, Polk, and Wardwell. An appendix provides the prepared statement of Senator Ernest F. Hollings. (MKA)

ED 435 940 CG 029 644

Understanding Violent Children. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, 105th Congress, 2d Session.
PUB DATE- 99
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescent Development; *Child Development; Delinquency; Elementary Secondary Education; Hearings; Homicide; Juvenile Justice; Law Enforcement; Laws; Legislators; Peer Relationship; Schools; *Violence; Youth; Youth Problems
IDENTIFIERS- Congress 105th; Congressional Record

This subcommittee report to the 105th meeting of the United States Congress was prepared to help enact legislation that will help prevent and reduce juvenile crime. The hearing determined that there is a problem in our society with children killing children; this problem is not limited to the inner cities; the majority of violence occurs among friends; and schools and society are poorly prepared to deal with the problem of school violence. The table of contents includes: (1) a statement from Ron Stephens, Executive Director, National School Safety Center; (2) a statement from Gerald R. Patterson, Research Scientist, Oregon Social Learning Center; (3) statement from Joanne Cantor, Communication Arts Department, the book are: "On Critical Whole Language Practice: Why, What, and a Bit of How" (Carole Edelsky); "Understanding and Transforming the Meaning of Our Lives through Poetry, Biographies, and Songs" (Cecilia M. Espinosa and Karen J. Moore); "Exchanging Ideas and Changing Positions: The Importance of Conversation to Holistic, Critical Endeavors" (Marie Elaine Boozer, Lisa Burley Maras, and Bill Brummett); "'Si Se Puede!' Teaching for Transformation" (Rebeca Garcia-Gonzalez, Pilar Mejia, and Winnie J. Porter); "Critical Literacy in a Fourth-Grade Classroom" (Maria Sweeney); "Teaching without Charisma: Involving Third Graders as Co-investigators of Their Inner-City Neighborhood" (Paul Skilton-Sylvester); "A Conversation about Critical Literacy" (James Albright, Susan M. Church, Sue Settle, and Vivian Vasquez); "The Quality of the Question: Probing Culture in Literature-Discussion Groups" (Cynthia Lewis); "Third Class Is More Than a Cruise-Ship Ticket" (Beverly Busching and Betty Slesinger); "Critical Literacy: Teaching Reading, Writing, and Outrage" (Linda M. Christensen); "Schooling for Gangs: When School Oppression Contributes to Gang Formations" (Ramon A. Serrano); "Probing the Invisible Life of Schools" (Bill Bigelow); "Stories of a Liberatory Pedagogy" (Rebecca Jarvis); "Leadership as Critical Practice: A Work-in-Progress" (Susan M. Church); "Transformative Learning through a Study Group" (Elizabeth R. Saavedra); "Literacy Education as a Site for Social Justice: What Do Our Practices Do?" (Barbara Comber and Helen Nixon). (EF)

ED 435 961   CS 013 738

Ediger, Marlow
Using Poetry To Teach Phonics.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Elementary Education; Instructional Effectiveness; Learning Activities; *Phonics; *Poetry; Reading Aloud to Others; *Reading Processes
IDENTIFIERS- Onsets and Rimes

Hearing poetry read aloud should help pupils to achieve feelings of being relaxed and reenergized. Poetry might help pupils to achieve vital objectives in reading. Phonics instruction could become an inherent part of the reading of poems. For example, a student teacher and a cooperating teacher introduced pupils to a unit on "Poetry with Rhyme" which involved the teaching team reading personally composed couplets to pupils. Pupils were asked to choose two words which rhyme; peer writing was then emphasized with each set of two writers writing a couplet. Pupils again selected the two rhyming words to add to those contained in the couplet. Learners then brainstormed additional rhyming words having more than a single letter for an onset. There was much enthusiasm in brainstorming sessions to obtain rhyming words. Learners seemingly were able to use the onset/rime approach to determine unknown words in reading as well as to use a variety of words to show clarity and diversity of words in written discourse. Triplets and quatrains were also written in this manner. Finally the teaching team led the class in writing a limerick, after they first prepared by reading two Edward Lear limericks and discovered the ingredients by observing the written form on the screen. Poetry writing can be an enjoyable way to learn what is useful in word recognition.

consisted of 16 students in an at-risk self-contained class; the experimental group consisted of 11 at-risk students, 3 of whom were special education inclusion students. Both groups received 165 minutes of language arts instruction daily from their respective regular education teachers. Control group students received instruction in the basal reading series from their regular education teacher in a whole-group setting. The intervention used with the experimental group focused on expansion of direct instruction in vocabulary associated with each story and unit test. Data were collected over a 6-week period. Analysis revealed a significant difference between experimental and control group scores, in favor of the experimental group, on the cumulative unit test. The Mann Whitney Test revealed a significant difference in favor of the experimental group on the following unit test components: vocabulary, fact/opinion, and graphic aids. Data collected indicated that very brief direct instruction in sight word recognition combined with daily word drill assignments resulted in vocabulary and comprehension unit test scores of at-risk third graders significantly higher than those of control group students. (Contains 22 references and 4 tables of data.) (NKA)

ED 435 982   CS 013 759

Marnell, E. R.
Strategies for the General Education Classroom Teacher To Increase the Reading Level of Students. Suggested Classroom Practices.
PUB DATE- 99
NOTE- 97p.; Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; *Reading Improvement; *Reading Instruction; *Reading Skills; *Reading Strategies; *Teacher Role
IDENTIFIERS- *Collaborative Learning; Slavin (Robert E)

This paper is intended to enlighten the general education classroom teacher concerning many of the readily available strategies that can be used in their curriculum to enhance reading skills. In the bibliographies in the paper, the reader will note references to Robert E. Slavin and others relative to Collaborative Learning; these references represent an intrinsic element of reading education--working together--and are included in hopes of further "motivating" both teacher and pupil. The paper offers diverse suggestions for the general education classroom teacher to commit to moving outside the "box" of daily text and "covering material" and immerse himself or herself in the world of reading instruction. It includes full explanatory notes on each strategy detailed in the Appendix. (NKA)

ED 435 983   CS 013 760

Hill, Susan
A Study of the Knowledge of Phonics, Phonemic Awareness, and Developmental Spelling Ability in Primary Non-Readers.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, Alabama, November 1999).

ED 436 004 CS 216 941

Nurss, Joanne R.; Abbott-Shim, Martha; McCarty, Frances; Hicks, Delyne
Writing in the Transition Classroom: Results of an Effective Staff Development Plan.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Curriculum Development; *Faculty Development; Grade 3; *Inservice Teacher Education; *Instructional Effectiveness; Primary Education; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Project Head Start

Writing samples from third grade classrooms in one site of the National Head Start/Public School Transition Demonstration Project were examined using a process scoring scheme providing holistic, text-level, and sentence-level writing scores. The children in the Demonstration third grade classrooms (both Transition study and non-study children) made significant gains in writing when contrasted with children in the Comparison classrooms. The extensive staff development and curriculum modifications provided for teachers in the Transition schools over the four years of the project had a positive effect on the writing instruction for all children. The staff development program was an on-going process using modeling, practice, structured and open-ended feedback. Teacher use of a developmental continuum of process writing behaviors was the focus for follow-up staff development sessions. The extensive, "hands-on" staff development resulted in increased writing proficiency of the third grade children in these schools. Contains 13 references, and 3 tables and a figure of data. (Author/RS)

ED 436 005 CS 216 942

Nurss, Joanne R.; Abbott-Shim, Martha; McCarty, Frances; Hicks, Delyne
An Effective Staff Development Plan To Encourage Writing in the Transition Classroom.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Demonstration Programs; *Faculty Development; Grade 3; *High Risk Students; Longitudinal Studies; Primary Education; *Transitional Programs; Urban Schools; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Project Head Start

Third grade children from urban elementary schools in a southern city wrote, rewrote, and edited stories using strategies developed by their teachers during an interactive staff development program. They were participants in the National Head Start/Public School Transition Demonstration Project, a longitudinal study of the transition experience of Head Start children and their families in public schools in 30 sites across the country. Two cohorts of Head Start children were followed from kindergarten through third grade, half in

NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *Instructional Leadership; Leadership; *Leadership Training; *Personal Narratives; Principals; *Professional Development; Superintendents

This book recounts the informal history of one educator's 20 years in administration. The stories describe common sense, nonsense, inspiration, and failures--reinforcing the idea that leaders should rely on experience, not books or lectures, to refine their leadership skills. The text tells stories about team work, admitting mistakes, listening to criticism, not making empty threats, spending more time solving problems than complaining about them, planning to be happy, choosing words carefully, supporting people important to the organization, helping senior colleagues, nurturing relationships, being a leader in different situations, picking up paper in the parking lot, treating people with respect, dating the boss, knowing when to tell people things they do not want to hear, being the difference in the lives of children, picking battles wisely, knowing when to laugh, promoting employees for the right reasons, remembering the gifts received during life, remembering why a job offer was made in the first place, respecting the opposition, solving problems as close to their point of origin as possible, speaking a few reasonable words, choosing wisely what information to share with a board, hiring the best people possible, treating other people's money with the highest respect, and using time wisely. (RJM)

ED 436 028   EA 030 137

Sarason, Seymour B.
Charter Schools: Another Flawed Educational Reform? The Series on School Reform.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Charter Schools; *Criticism; Educational Change; Educational Trends; Elementary Secondary Education; Policy Analysis; Resistance to Change

This book examines why most charter schools will fail. It opens with a historical overview, describing the fate and significance of the precursor to charter schools: President Nixon's Experimental Schools Program. It then turns to the author's personal experiences in educational theory and practice, presenting and discussing the essential features and problems of the process whereby new settings come into existence. The book outlines a willing merger of two organizations seeking to create a new setting that will be better and stronger than a solo effort will allow, and it looks at charter schools in terms of the features common to the process of creating a setting. The volume examines charter schools in light of what is known about a new setting that has been comprehensively described: the Manhattan Project. It explores how charter schools create numerous stakeholders who

DESCRIPTORS- *Communication Skills; *Developmental Disabilities; *Group Discussion; Group Dynamics; Individual Development; Interviews; Long Range Planning; *Meetings; *Observational Learning; Secondary Education; *Student Participation

This study examined the role and participation of facilitators, family members, and friends in the person centered planning process for youth with disabilities. It examined the participation of 10 youth (ages 18-21) with developmental disabilities who took part in Whole Life Planning processes through observation of 34 organizational and planning meetings and 17 interviews with the young people, their parents, and facilitators. The study identified eight factors that encouraged participation by the focus person including: speaking directly to or directing questions toward the focus person, speaking at the focus person's language level, and using accommodations as needed. Three factors that decreased participation were also identified: using jargon, using the third person, and using patronizing language. Also identified were three factors important for the group process: writing suggestions on flip charts, using good group facilitation skills, and actively involving the focus person in the group process. (DB)

ED 436 048 EC 307 511

Ma, Vaunne; Whitney-Thomas, Jean; Sotnik, Paula
Grant Development and Decision-Making: Comparison of Funding Agencies and Community Based Minority Organizations.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Agencies; *Decision Making; Delivery Systems; *Disabilities; Federal Aid; Fund Raising; *Grants; *Minority Groups; Organizations (Groups); Services; State Aid
IDENTIFIERS- Massachusetts

This brief report compares the perspectives of funding agencies and community-based minority organizations (CBMOs) serving individuals with disabilities on the grant development and decision-making process. A survey that attempted to identify needs in existing grant development and service capacity was responded to by 41 funding agencies and 81 CBMOs in Massachusetts. Findings are reported in terms of: (1) funding opportunities (funding agencies often disseminate information in ways that CBMOs do not, such as computer databases and the Internet); (2) successful grants (funding agencies tend to focus on process whereas CBMOs emphasize community connections and relationship-building); and (3) efforts to expand capacities (funding agencies focus on awarding extra points for minority status whereas CBMOs emphasize collaboration and relationship-building). Three recommendations are offered to both funding agencies and CBMOs: first, be aware of and use all available mechanisms to learn about or publicize funding opportunities; second, grant developers and decision-makers should consider both the written quality as well as collaborative relationships in the proposals; and third, capacity-building efforts should include systems change to bring funding agencies and CBMOs together. (DB)

ED 436 049 EC 307 512

June 1, 1987. Included are guidelines enabling school districts to: (1) establish equitable criteria for identification of gifted and talented students; (2) establish programs that will lead to appropriate educational opportunities for these students; and (3) establish procedures to evaluate the effectiveness of the provisions of these educational opportunities. Standards for approved programs address the following: definitions, community involvement, staff development, personnel, identification, program options, curriculum, and evaluation. Appendices include lists of state and federal organizations related to gifted education and relevant web sites and electronic mail addresses. (CR)

ED 436 067 EC 307 531

Taylor, George R., Ed.
Curriculum Models and Strategies for Educating Individuals with Disabilities in Inclusive Classrooms.
PUB DATE- 99
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; Communication Skills; *Curriculum Development; *Disabilities; Educational Legislation; Educational Strategies; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; *Individualized Education Programs; *Interpersonal Competence; Mathematics Instruction; Models; Moral Development; Parent Participation; *Psychomotor Skills; Science Instruction; Special Education; Trend Analysis; Units of Study
IDENTIFIERS- *Social Skills Training

These curriculum skills units have been developed as a guide to assist educators instructing students with disabilities. Curriculum skills outlined in the text stress strategies needed to: develop effective communication skills, understand practical math and science skills, determine acceptable social skills needed in society, identify those affective and psychomotor skills needed to function successfully in the classroom and community, teach acceptable moral and character development, and provide functional strategies in the five curriculum domain areas for educators to implement. Specific chapters include: (1) "The Disabled, Classified, and Defined" (Francis Harrington and Helen Brantley); (2) "Federal Laws and Government Mandates Affecting Disabled Individuals" (Richard Rembold); (3) "Trends in Special Education" (George R. Taylor); (4) "Behavioral Styles of Disabled Individuals: An Integrated Approach" (Francis Harrington and George R. Taylor); (5) "Parental Involvement" (Loretta MacKenney); (6) "Individual Education Plan" (George R. Taylor) (7) "Curriculum Development for the Disabled" (George R. Taylor); (8) "Curriculum Development: Communication Skills" (Lois Nixon and George R. Taylor); (9) "Curriculum Development: Mathematics, Science, and Social Studies" (George R. Taylor); (10) "Curriculum Development: Social Skills" (George R. Taylor and Loretta MacKenney); (11) "Curriculum Development: Affective and Psychomotor Domain" (Daniel Joseph); (12) "Curriculum Development: Moral and Character Education" (George R. Taylor and Bernadette Francisco); and (13) "Summary" (George R. Taylor). (Chapters include references.) (CR) participation, and speeches. (SM)

ED 436 089 FL 026 062

Anstrom, Kris; DiCerbo, Patricia, Ed.
Preparing Secondary Education Teachers To Work with English Language Learners: Social Studies. NCBE Resource Collection Series, No. 13.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.; "With contributions from Kathleen Steeves, Ph.D."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Students; Cognitive Style; Cooperative Learning; *English (Second Language); Higher Education; Language Minorities; Preservice Teacher Education; Prior Learning; Second Language Learning; Secondary Education; Secondary School Students; Secondary School Teachers; *Social Studies; Student Evaluation; Teaching Methods; Thematic Approach
IDENTIFIERS- Content Area Teaching; Content Learning

This document focuses on the education of secondary level English language learners within mainstream social studies classes. It provides teachers and teacher educators with an understanding of how mainstream social studies instruction can be designed and implemented to enhance academic achievement for these students. Research for this report included an extensive search of various databases and World Wide Web sites; analysis of the national content standards documents for history and three other core areas; site visits to a suburban high school that used a team teaching approach to working with English language learners enrolled in mainstream classes; and personal interviews with education faculty at George Washington University who are responsible for preparing preservice teachers for secondary level mainstream instruction. After an introduction, the first section discusses social studies content standards. The second section describes how to make social studies content accessible to English language learners, including: adopt a flexible, thematic-based curriculum; give students adequate time to learn social studies content; link social studies concepts to prior knowledge; accommodate a variety of learning styles; and use cooperative learning strategies. The third section discusses linking instruction to assessment. The fourth section looks at characteristics of effective mainstream teacher preparation. (Contains 36 references.) (SM)

ED 436 090 FL 026 063

Anstrom, Kris; DiCerbo, Patricia, Ed.
Preparing Secondary Education Teachers To Work with English Language Learners: English Language Arts. NCBE Resource Collection Series, No. 10.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.; "With contributions from Linda Mauro, Ed.D."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

potential, and a giving description of a Fresno (California) adult and community education teacher internship project that exposes English-as-a-Second-Language (ESL), adult basic education, General Educational Development (GED), and vocational training instructors to the workplace. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 436 107 FL 801 343

Marshall, Brigitte, Ed.
Learning a Living: Periodic News Bulletin, Nos. 4-12, 1998.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; *English (Second Language); Immigrants; *Limited English Speaking; *Public Policy; Second Language Instruction; State Government; Vocational English (Second Language); *Welfare Services
IDENTIFIERS- California; Secretarys Comm on Achieving Necessary Skills; Welfare Reform

The nine issues of this periodic newsletter contain professional news and articles addressing issues in English language training for limited-English-proficient workers, including "English Language Training for Employment Participation," a description of resources and programs; "CalWORKS: What Does This Legislation Allow Me To Teach?" a discussion of a California welfare reform bill and its implications for English language training; ""Why SCANS?" a description of the language and job competency areas defined by the Department of Labor Secretary's Commission on Achieving Necessary Skills; "Accounting for Outcomes" (Autumn Keltner), on accountability in adult education programs; "Welfare and Immigration Legislation: Impact on ESL Students, Teachers and Programs"; "Questions on How To Integrate SCANS"; and "Welfare-to-Work, Workforce Development and the Role of Adult Education." (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 436 108 FL 801 344

Marshall, Brigitte, Ed.
Learning a Living: Periodic News Bulletin, Nos. 13-15, 1999.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; *Career Awareness; Education Work Relationship; Employment Potential; *English (Second Language); *Immigrants; *Refugees; Second Language Instruction; Vocational English (Second Language)

The three issues of the periodic newsletter contain professional news, program descriptions, and articles addressing issues in English language training for limited-English-proficient workers. Topics include educating refugees and immigrants for work, techniques for combining language development with career awareness, the design of a successful welfare-to-work program, and several conferences on employment-focused adult education. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 436 109 FL 801 345

The New York City Adult Literacy Initiative. Final Report 1997-98.

Education; Hypermedia; *Instructional Design; Problem Based Learning; World Wide Web

Subjects addressed by the 65 papers in this proceedings include: challenges for emerging instructional designers; instructional technology clinical experience; color coding and field dependence; effects of visualization on cognitive development; effects of learning structure and summarization during computer-based instruction; individually-guided education and problem-based learning; World Wide Web-based menus; computer-based training design; instructional principles for self regulation; a systems approach new technology adoption; navigational structure on the Web; impact of navigational models on task completion in Web-based information; multidimensional knowledge structures; relationships between navigational patterns and informational processing styles of hypermedia users; integrating science/mathematics curricula using computer-mediated communications; dual-structure instructional systems approach; effects of metacognitive training; evaluating narrative simulation for potential to impact bias; evaluation theory in problem-based learning; equivalency theory and distance education; instructional design for distance education; using multimedia to counter stereotypes; accessibility of Web-based instruction for students with disabilities; audio in computer-based instruction; distributed cognition, activity theory, and cognitive tools; learner-teacher interaction and time spent by teaching faculty on distance education; effects of faculty motivation in distributive higher education; impact of instructional grouping on navigation and student learning in a Web-based environment; CD tutorials and microworlds; designing instruction for the technology-supported K-12 classroom; instructionist versus constructionist Web-based collaborative learning environments; models for Web-based instruction; multiple instructional design models; strategies for learner involvement; comparison of generative learning strategies; a decision model for problem selection in problem-based learning; relationship between teachers and instructional designers; goals, agency beliefs, and emotions in Web-assisted learning; historical analysis of problem-based learning; secondary teachers' professional uses of computers; technology courses at colleges of education; improving motivation in distance education; designing instruction for critical thinking dispositions; screen miniatures in content-based software; psychological factors influencing Web navigation; effects of goal intentions on problem solving and reading comprehension in generative hypertext processing; project-based learning with the Web; maximizing bandwidth; interactive strategy for mental models learning; using scenarios in instructional design; educational technology doctoral dissertation research, 1977-98; using groupware to support collaborative activities in distance learning; influence of designer/contextual variables on incorporation of motivational components; the ARCS (Attention, Relevance, Confidence, Satisfaction) model; technology, teaching, and learning in Iowa high schools; discourse analysis as a tool for understanding user navigation models; person-environment interaction in the virtual classroom; asynchronous/synchronous performance solutions; and designing online instruction using multidisciplinary approaches. An author and keyword index is included. (MES)

ED 436 129   IR 019 754

Julian, Marti F.; Larsen, Valerie A.; Kinzie, Mable B.
Compelling Case Experiences: Challenges for Emerging

Evaluation Theory in Problem-Based Learning Approach.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Educational Theories; *Evaluation Methods; Higher Education; Literature Reviews; Medical Evaluation; *Problem Based Learning; Problem Solving; Student Educational Objectives; *Student Evaluation

The purpose of this paper is to review evaluation theories and techniques in both the medical and educational fields and to propose an evaluation theory to explain the condition variables, the method variables, and the outcome variables of student assessment in a problem-based learning (PBL) approach. The PBL definition and process are presented, and the following goals of PBL are summarized: metacognition; self-directed learning; critical thinking and problem solving skills; knowledge acquisition, retention, and use; collaborative learning; and higher motivation and positive attitude. A categorization scheme of assessment is presented that includes a wide range of evaluation techniques and tools to assess students' behaviors and products in a PBL approach. Process-oriented and outcome-oriented approaches are used to classify the assessment methods. Process-oriented evaluation methods include: tutor, peer ratings; self-evaluation; unobtrusive measure; oral examination; observation of a patient interview and examination; patient problem simulations; review of case record; authentic assessment; and performance assessment. Outcome-oriented evaluation methods include: review of case record; student-judged evaluation; multiple-choice examinations; short-answer or word-completion examinations; essay examinations; patient problem simulations; and portfolio assessment. (Contains 25 references.) (MES)

ED 436 149 IR 019 774

Smaldino, Sharon; Simonson, Michael
Instructional Design for Distance Education.
PUB DATE- 99
NOTE- 6p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Environment; *Educational Planning; Educational Technology; Higher Education; *Instructional Design; Instructional Development; Instructional Improvement; Teaching Methods
IDENTIFIERS- Learning Environment

This paper discusses instructional design for distance education. The first section summarizes principles of instructional design systems, including the systematic process, considerations related to planning for instruction, and issues associated with the separation of the instructor and students. Issues to

ED 436 168 IR 019 793

Rathbun, Gail A.
Portraying the Work of Instructional Designing: An Activity-Oriented Analysis.
PUB DATE- 99
NOTE- 14p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Cooperative Programs; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Instructional Design; *Theory Practice Relationship
IDENTIFIERS- *Activity Theory; *Course Development; Historical Background; Hong Kong; Indiana University

This study tested the usefulness of an activity-oriented approach in describing and explaining the work of designing an international distance education course in business entrepreneurship at Indiana University. The course was team taught with an instructor at the City University of Hong Kong; video conferencing and Internet-based technologies were used to facilitate collaboration. Data were collected through observation, interviews, and document review. Multi-faceted views of the object/outcomes of work emerged, which led to both breakdowns in the processes of the work activity and to innovation and modification. The sets of assumptions embraced by the communities of practice to which participants belonged strongly influenced what each individual considered correct and appropriate behavior. Concrete, empathetic ways of doing, guided by an ethic of care, emerged as the more influential forces in gaining knowledge and guiding action in this case. The researcher suggests that accepting these forces as the set of assumptions underlying design practice creates new potential for re-shaping and renewing the practice of instructional design, its research agendas, and design education. Major topics covered include: four activity systems and their underlying contradictions; analysis from a historical perspective; and implications for practice, research, and design education. (Contains 34 references.) (MES)

ED 436 169 IR 019 794

Visser, Lya; Plomp, Tjeerd; Kuiper, Wilmad
Development Research Applied To Improve Motivation in Distance Education.
PUB DATE- 99
NOTE- 11p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Cost Effectiveness; *Distance Education; Foreign Countries; Higher Education; Instructional Design; *Instructional Development; Instructional Effectiveness; Motivation Techniques; *School Holding Power; *Student

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Computer Assisted Instruction; Computer Software;
*Educational Technology; Guidelines; Higher Education;
Information Technology; *Instructional Design; *Instructional
Development; *Interdisciplinary Approach; Laboratories; Teacher
Developed Materials; Teamwork; *World Wide Web
IDENTIFIERS- Arizona State University; *Course Development;
Instructional Support Services; *Technology Integration

Instruction Support (IS) at Arizona State University is a multidisciplinary group integrating academia with information technology. Unique features having to do with the status of computing at the university have led to the establishment of the IS Lab, which has produced a series of successful initiatives regarding World Wide Web courses. The four key features that have led to successful Web courses, initiatives, and students are: (1) integration of academia and computing; (2) a university-wide policy of decentralization with regard to computing resources; (3) a lab mission that includes many levels of support as well as research and development; and (4) an openness in the lab itself to real-world methods. In particular, a close relationship with the College of Education allows the IS Lab to offer a high level of assistance in Web course design and technology integration to faculty members. The IS Lab, having tested a variety of approaches to the creation of Web courses, has chosen two. Software packages are made available, with training provided, and these packages may be enhanced if desired by individually developed Web sites. A multidisciplinary, real-world team approach, modified to include instructional designers, is a second method. A set of standards for Web courses has also been developed. (Contains 25 references.) (MES)

ED 436 187   IR 057 120

Schrock, Kathleen
Evaluation of World Wide Web Sites: An Annotated Bibliography.
ERIC Digest.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products
(071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; *Evaluation Criteria;
*Information Sources; *Internet; Online Searching; Search
Strategies; Skills; User Needs (Information); *World Wide Web
IDENTIFIERS- Electronic Resources; ERIC Digests; *Web Sites

Knowing what type of information is appropriate for particular purposes, knowing how to find such information easily, and evaluating information may be called information literacy, digital literacy, media literacy, or techno-literacy. Educators should feel comfortable searching and critically evaluating information found on the Internet before trying to teach these important skills to students. Educators can practice critical evaluation of Internet sources by conducting searches on topics with which they are familiar. Search strategies should include keyword list formulation and Boolean combinations. Using one of the evaluation checklists reviewed in this digest, teachers should be able to evaluate sites critically, and to examine the technical aspects of the site, the authority of the writer, and the validity of the writer's content. At the end of the obtained certificates or degrees were less likely to be employed within the same county as Cabrillo College (Santa Cruz); (4) the majority of students who were employed indicated that their education at Cabrillo College was directly related to their jobs; (5) eight out of ten leavers--those who did not obtain a certificate or degree--said they would return to the college for retraining. Attached is a sample of the survey and correspondence with program directors. (EMH)

ED 436 207   JC 000 023

Fadale, LaVerna M.; Zhao, Peisheng
Equity Assessment Study. Summary.
PUB DATE- 99
NOTE- 22p.; Supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA 8020-99-2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Administrator Attitudes; *College Environment; Educational Discrimination; Educational Opportunities; *Equal Education; *Nondiscriminatory Education; Sex Discrimination; *Sex Fairness; Student College Relationship; *Student Reaction; Student Surveys; Two Year Colleges

This assessment study is a culminating activity of an eight-year initiative to facilitate gender equity and more equitable campus environments - Mentoring Institutional Equity in New York State Two-Year Colleges. Eighteen two-year colleges participated in the application and implementation of an educational equity model designed to enhance gender equity within the very fabric of the institutions (policies, practices, classroom climate, curricula, support services among others) involving continual commitment and nurturing. In order to complete a comprehensive evaluation of the initiative, the effort recently focused on student perceptions of equitable campus climates and personal/career growth support and opportunities. A series of discussions and group activities at statewide service workshops resulted in a general consensus regarding dimensions of evaluation format, content, feasibility, among other factors. The students became the beneficiaries of the initiative, as confirmed by the generally favorable perceptions of equitable campus climates and learning environments. A few areas perceived as less favorable included awareness of sexual harassment procedures and policies, introduction of nontraditional careers and role models, free interaction without tension, and faculty/staff/administrator diversity. Included in this report are the equity assessment student survey form, faculty/staff/administrator feedback form, item mean summary, and item graphics. (VWC)

ED 436 208   JC 000 024

Moore, Nelle
A New Approach to Including Student Intent Information in Performance Measures.
PUB DATE- 99
NOTE- 10p.; Presented at the Rocky Mountain Association for Institutional Research Annual Conference (Las Vegas, Nevada, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

collaboration is--a process that connects individuals electronically via the Internet to work together on an intellectual, academic, or practical endeavor--and explains why educators should participate in the use of this powerful tool that brings teachers together out of isolation, provides time for reflection, and provides other coincidental benefits. This guide is designed for teachers, school leaders, curriculum experts, technical specialists, and anyone else interested in this emerging technology. One can be involved in electronic collaboration in many ways, from participating, to setting up a collaborative environment, to moderating a discussion. This guide tells those interested in the technology about: ways to collaborate electronically (chapter 2), designing and implementing a collaborative project, and becoming an effective online moderator (chapter 3), and choosing appropriate tools to support a collaboration (chapter 4). A list of resources to help educators explore the possibilities of electronic collaboration on their own and to assist them in getting the latest information about tools and collaborative projects is included (chapter 5). The book provides information about many forms of electronic collaboration, but focuses on discussion groups, as they are the most common online activity. Contains an index. (UWC)

ED 436 227 JC 990 697

Winter, Paul A.
Business Candidate Reactions to Community College Recruitment Practices: Effects of Instructional Programs and Job Attributes.
PUB DATE- 97
NOTE- 26p.; Paper presented at Annual Meeting of the American Educational Research Association (Chicago, Illinois, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education Teachers; *Community Colleges; *Faculty Recruitment; Job Analysis; Job Applicants; Models; *Occupational Information; *Occupational Mobility; Teacher Placement; Teacher Qualifications; Teacher Recruitment; Teaching Conditions; *Theory Practice Relationship; Two Year Colleges

This paper draws on the literatures of educational administration, management, and marketing to address, empirically, two issues related to community college faculty recruitment: (a) factors influencing faculty application decisions, and (b) the utility of an existing model for recruiting community college faculty. It examines factors influencing job applicant decisions, and discusses recruitment-as-job-marketing as a model for recruiting experienced educators. The report highlights three advancements achieved by the present investigation. First, the study responded to the call for additional research about recruitment practices prior to the initial employment interview. Second, this study focused on the effectiveness objective of faculty recruitment (to maximize the size of the applicant pool) via an empirical investigation. The third advancement was application of a specified recruitment model to the community college context. This paper addresses whether or not organizational characteristics and job attributes described in recruitment advertisements influence the reactions of applicants for community college business faculty positions. Marketing theory and a specified recruitment model framed a laboratory and 31 tables and figures.) (EV)

ED 436 244 PS 028 040

Fostering Program Governance. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Administrator Guides; Administrators; Board Administrator Relationship; Decision Making; *Governance; Governing Boards; *Participative Decision Making; Preschool Education; Training
IDENTIFIERS- *Project Head Start

This technical guide is a training tool to help members of Head Start governing bodies, policy groups, agency directors, and Head Start and Early Head Start directors understand their responsibilities in a Head Start environment that emphasizes shared decision-making. The guide offers a framework for clarifying expectations and provides concrete, practical information that can be used in the context of a local agency's unique history, issues, resources, and priorities. The guide contains the following modules: (1) "Understanding the Role of the Governing Body"; and (2) "Using the Tools of Governance in Shared Decision-Making." Both modules begin with activities to introduce the basic concepts; remaining activities are designed to allow all participants to clarify and practice skills. Each module contains "outcomes," "key concepts," and "background information." The final sections of the guide contain activities for participants to apply the skills learned to their own programs, and a list of about 52 annotated resources for further information on module topics. (EV)

ED 436 245 PS 028 042

Planning and Reviewing for Success. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 99
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Administrator Guides; Administrators; *Planning; Preschool Education; Program Evaluation; *Self Evaluation (Groups); Training
IDENTIFIERS- *Project Head Start

This guide offers Head Start staff a blueprint for developing the skills and methods necessary for a Head Start program's planning and review process. The guide stresses the need for Head Start administrative and managerial leadership to maintain a holistic, integrated approach; use the strength and resources of Head Start team members; identify the reasons for plans and this knowledge, and advocates for the inclusion of families and community members in the determination of curriculum goals and strategies. The chapter concludes with a call for a new version of an integrated curriculum that is both contagious and courageous, one that acknowledges: the abilities, interests, and rights of young children; the values, beliefs, and goals of families and community members; and the responsibilities of educators in a pluralistic democratic society. (Contains approximately 80 references.) (KB)

ED 436 263 PS 028 099

Rosebrook, Vicki; Murray, Tiffani M.
Intergenerational Interactions.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 10-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Groups; Community Programs; Early Childhood Education; Gerontology; *Intergenerational Programs; Mixed Age Grouping; *Older Adults; *Young Children
IDENTIFIERS- Adult Child Relationship; *Barriers to Implementation; *Intergenerational Relationship

The need for intergenerational programming, involving the purposeful bringing together of different generations in ongoing mutually beneficial planned activities designed to achieve specified program goals, is growing in the United States. This paper discusses issues involved in early educational and intergenerational care, focusing on potential barriers in the academic and human service aspects of intergenerational programs and the potential benefits of these programs. Potential barriers discussed include: the distinct practices and terminology in the field of early childhood education and gerontology and the need to provide cross-training; children's use of inappropriate language with older adults; and discomfort for participating adults or children in various types of environments. The paper also maintains that senior adults and young children are on parallel developmental courses and have parallel needs. The paper recommends the use of activities that are therapeutic by design, such as looking at photographs to allow for memory recall for adults. Benefits of intergenerational programs for children, older adults, and the community are also examined. The paper concludes by noting that communities often lack opportunities for intergenerational contact and that intergenerational programs provide opportunities to benefit from the richness of an age-integrated society. (KB)

ED 436 264 PS 028 100

Thomas, Alain
The Cynon Valley Project: Investing in the Future. Early Childhood Development: Practice and Reflections Number 12.
PUB DATE- 99
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; Change Strategies; Child Advocacy;

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Change; Behavior Problems; Child Rearing; Children; Parent Child Relationship; *Parent Role; Parenting Skills; Physical Health; *Prevention; *Smoking; Substance Abuse; *Tobacco
IDENTIFIERS- Addictive Behavior

Focusing entirely on tobacco use, this book offers parents a powerful program for preventing or ending their children's tobacco addiction. The book provides practical strategies and suggestions to show parents how to help their children to make wise health choices and prepare them to meet their physical, social, and emotional needs without tobacco. Topics covered include: recognizing the five stages of tobacco use--preparatory, trying, experimental, regular use, and dependency or addiction; how to present and reinforce the dangers of tobacco at different ages; and how to teach children to be suspicious of cigarette advertising by looking at the strategies behind the ads. The chapters of the book are: (1) "The Challenge: Raising Tobacco-Free Children"; (2) "An Early Start: Talking about Tobacco with Young Children"; (3) "Teaching Children To Manage Emotions without Tobacco"; (4) "Teaching Children To Be Social without Tobacco"; (5) "Talking with Teens about Tobacco"; (6) "Roadblocks to Understanding"; (7) "Decisions and Agreements about Tobacco"; (8) "Helping Your Child Quit"; and (9) "A Final Word to Parents." (Includes a brief list of resources.) (HTH)

ED 436 283   PS 028 133

We Think Food Because They Can't Think without It. 1998-99 Annual Report.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Certification; Elementary Secondary Education; Federal Legislation; Federal Programs; *Food Service; Grants; Lobbying; Needs Assessment; *Nutrition; Organizations (Groups); Public Schools; Staff Development; World Wide Web
IDENTIFIERS- *American School Food Service Association; Public Awareness

This annual report details the accomplishments of the American School Food Service Association (ASFSA) for 1998-1999. The report uses the format of a student's class schedule. Following "morning announcements" from the ASFSA president and executive director, major accomplishments are presented in each "class period." These accomplishments include: (1) introduction of a new Service Center to answer members' questions; (2) debut of the School Foodservice & Nutrition Specialist Credentialing Exam; (3) revision of the certification program; (4) relocation of ASFSA headquarters to different offices; (5) completion of three studies to assess members' needs, program and industry trends, and the ASFSA's educational products and services; and (6) passing the William F. Goodling Nutrition Reauthorization Act, due in part to ASFSA's lobbying and education efforts. Also included in the report are the ASFSA's budgets and information on operating revenue and expense trends for 1997 and 1998. (KB)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; Adult Students; *Career Counseling; Computer Oriented Programs; Higher Education; Student Personnel Services
IDENTIFIERS- *Computer Assisted Career Guidance; *Oakland University MI

This annual report covers the background and recent accomplishments of the Adult Career Counseling Center (ACCC) at Oakland University, Rochester, Michigan. The following 11 topics are covered: (1) recent developments and history of the ACCC; (2) mission of the ACCC; (3) description of the ACCC; (4) ACCC coordination with the Practicum Counseling Center; (5) description of the computer-assisted career guidance systems and computer hardware upgrades; (6) client demographics; (7) analysis of clients' responses to ACCC exit survey; (8) case studies; (9) marketing and public relations; (10) marketing and public relations; and (11) ACCC advisory activities. In addition, the document includes six appendixes, including the ACCC disclosure statement; a description of DISCOVER and SIGI (System of Interactive Guidance and Information) Plus; auxiliary grant-supported services; report of the Pontiac ACCC; ACCC brochure; and a description of career counseling resources. The 11 accomplishments for the year that are covered as the first topic include the following: redesign of the ACCC brochure, revision of the ACCC Web site, updating of the career counseling resources brochure, refinement of the networked computer system, refinement of the computer system for maintaining ACCC client records and usage statistics, implementation of the redesigned small group and individual inservice training for Practicum students, redesign of the ACCC's disclosure statement, use of a "Steps of Career Counseling" handout to assist clients in understanding the process of career counseling, use of a staff log, use of career-related Web sites, and purchase of motivational posters. (KC)

ED 435 802 CE 079 330

Simpson, Mary; Lane, Joanna
Foundations for Choice: Good Practice in Adult Training Drawn from the Experiences of Trainees.
SPONS. AGENCY- European Social Fund, Dublin (Ireland).
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; Case Studies; Continuing Education; Disadvantaged; *Education Work Relationship; *Educational Practices; English (Second Language); Ethnic Groups; Foreign Countries; Job Skills; *Job Training; Minority Groups; One Parent Family; Outcomes of Education; Postsecondary Education; Refugees; Skill Development; *Student Attitudes; *Trainees; Training Methods; Unemployment
IDENTIFIERS- *England; European Social Fund; Training Effectiveness

This document describes the experiences of 13 unemployed adults who participated in job training that was provided by the Croydon Continuing Education and Training Service in the London borough of Croydon with funding from the European Social Fund from 1995-1997. The document begins with an overview of the two

DESCRIPTORS- Adult Students; Communication Research; *Communication (Thought Transfer); Comparative Analysis; *Computer Mediated Communication; *Distance Education; Females; Foreign Countries; Males; Models; Postsecondary Education; *Sex Differences; *Student Needs
IDENTIFIERS- *Cross Sex Interaction; University of Calgary (Canada)

Deborah Tannen's framework for interpersonal communication between males and females (published in 1990) was used to explore how male and female distance education students meet their primary needs through communication. The study population consisted of the 19 female and 6 male students enrolled in a 13-week computer conferencing course at the University of Calgary. An analysis of students' patterns of communication in the course's Weekly Topics sessions revealed that the men initially used four strategies to meet their primary status needs: reporting, differentiating themselves from others, separating (establishing their independence from others), and vertical aligning. By week 13, however, the men were using only two strategies: reporting and separating. The females used seven main strategies at the beginning of the course: establishing a sense of connection, interpersonal closeness, symmetry, acceptance, and horizontal alignment; making suggestions; and sharing. By the end of the course, however, they were using two additional strategies: establishing a sense of interdependence and a sense of intimacy. The women adapted to the course environment well, whereas the men were not as able to meet their primary status needs at the end of the course as they had been at the beginning. (Tannen's Cross-Gender Communication Framework is appended.) (MN)

ED 435 820   CE 079 363

Ryan, Mary
Standards of Excellence for Experiential Education through Internships.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Career Education; Curriculum Development; Diversity (Institutional); *Education Work Relationship; Educational Practices; Educational Quality; Evaluation Criteria; *Experiential Learning; Higher Education; *Internship Programs; Nonprofit Organizations; Program Design; Program Evaluation; Program Implementation; Student Evaluation; Student Participation; Student Placement; Teacher Student Relationship; *Work Experience Programs
IDENTIFIERS- *Excellence (Quality)

This document presents and explains the Institute for Experiential Learning's Standards of Excellence for Experiential Education through Internships, which were developed to generate a discussion in the higher education community on the academic standards that should serve as benchmarks for assessing the elements of good practice in internship programs. Sections 1-3 discuss the following: the standards' purpose; the various programs that would be considered experiential education; and an explanation of the standards' components. The remaining eight sections, which together constitute 75% of the document, are each devoted to one of the eight standards, which address the following issues: (1) enhancing on-campus excellence; (2) attaining institutional excellence/integrity; (3) achieving program quality through

An Analysis of School-to-Work Implementation in Selected Charter Schools. Research Report.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Charter Schools; Comparative Analysis; *Education Work Relationship; *Educational Objectives; Educational Practices; High Schools; *Outcomes of Education; Parent Attitudes; Partnerships In Education; *Program Implementation; Student Attitudes; Student Characteristics; *Vocational Education
IDENTIFIERS- *Arizona (South); Impact Studies; School to Work Opportunities Act 1994

Three charter schools in southern Arizona--Pimeria Alta High School, Vail Charter High School, and VISION High School--were profiled to ascertain the role of school-to-work (STW) in charter schools. The profiles focused on the following: students' and parents' characteristics and reasons for selecting a charter school; and available facilities, support staff, and support networks. In addition, each school's superintendent/head administrator described her school's STW component, its replication potential, and barriers to implementation of STW. The following were among the many similarities between charter schools and the STW concept identified: (1) both were rooted in current public sentiment; (2) both addressed the concern of how to make communities more responsible for preparing children for the future; and (3) both operated on the belief that curricula should link learning to the world beyond the classroom and allow students to explore ideas based on their own interests. At all three charter schools, STW systems were aiding in the observation and documentation of students' progress through partnerships with local businesses and organizations. (The report contains 10 references. Appended are transcripts of interviews with each school's superintendent/head administrator and statistical graphs on the three schools.) (MN)

ED 435 840 CE 079 432

Kantola, Jouko; Nikkanen, Pentti; Kari, Jouko; Kananoja, Tapani
Through Education into the World of Work. Uno Cygnaeus, the Father of Technology Education.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Craft Workers; Developed Nations; Education Work Relationship; Educational Development; *Educational History; Educational Research; *Folk Schools; Foreign Countries; *Handicrafts; Higher Education; Metal Working; Plastics; *Teacher Education; Technical Education; *Technology Education; *Womens Education; Woodworking
IDENTIFIERS- Finland; University of Jyvaskyla (Finland)

More than 100 years have passed since the death of Uno Cygnaeus (1810-1888), the father of Finnish folk schools and pioneer of educational arts and crafts. His accomplishments include design and organization of the folk school system, initiation of high class teacher training, and emphasis on the importance of women's education. Although his academic discipline was theology, the basis for his educational theory shows the influence of classic authorities on education and international the composition of the OSCCS. Chapter 4 depicts the history of public community and technical colleges and their role as work force development entities. It also compares the services of public community and technical colleges with what is required to function as a U.S. Department of Labor-approved OSCCS. Chapter 5 presents case studies of four states: Iowa, North Carolina, Oregon, and Texas, analyzing the role of public community colleges within the OSCCS in each state. Chapter 6 concludes the report and lists the following recommendations: pass federal block grant legislation; allow a sliding scale for services; market the OSCCS; link the one-stop, school-to-work, and skill standards development initiatives; and make community colleges the preferred provider of training services for the OSCCS. (60 references) (YLB)

ED 435 858   CE 079 462

Saving Teenage Lives: The Case for Graduated Driver Licensing.
PUB DATE- 98
NOTE- 38p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Driver Education; High Schools; Program Effectiveness; Program Implementation; State Legislation; State Programs; *State Regulation; Traffic Safety; Vocational Education
IDENTIFIERS- *Driver Licensing

This manual explains what graduated driver licensing (GDL) is and why the National Highway Traffic Safety Administration believes it is so important for every jurisdiction to take steps towards its implementation. Section I introduces the need by defining the teen driving problem: inexperience, risk-taking behavior and immaturity, and greater risk exposure. Section II compares the traditional licensing process with the GDL process, which includes three stages: learner's permit, intermediate license (or provisional license or junior license), and full license (or unrestricted license). For each stage, minimum eligibility requirements, core components, and recommended components are outlined. Section III explains how GDL has been shown to be effective by expanding the learning process, reducing risk exposure, improving driving proficiency, and enhancing motivation for safe driving. Examples of how the community can promote GDL and questions and answers on GDL are provided. Section IV presents research results from three states (Maryland, California, and Oregon) that have evaluated the effect of their GDL on teen crashes and traffic convictions. Experiences in New Zealand and Ontario, Canada, are also reported. Section V focuses on support for GDL from the public at large, teen drivers, and parents. Section VI makes the argument for states' adoption of GDL. Appendixes include a model law; characteristics of selected U.S. licensing laws; teen crash statistics; federal, regional, state, and private sector organization resources; and 11 resources. A brochure with questions and answers on GDL is provided. (YLB)

ED 435 859   CE 079 463

Hargroder, Margaret
Louisiana's Achievements for Gender Equity in Vocational Education. Executive Summary 1996-97.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Office of Vocational Education.
PUB DATE- 98

reading on each topic covered. The introduction of this book discusses why and how parents should talk to their kids. Parents are encouraged to be brief, be clear, and respect their children's view. Part One: "Major Crises" discusses divorce, the death of a loved one, and date rape. Part Two: "Forewarnings," examines the following issues: alcohol and drinking and driving; dangers on the World Wide Web; drug abuse; HIV/AIDS; sex, contraception, and pregnancy; sexually transmitted diseases; and tattoos and body piercing. Part Three: "Concerns of Teens" examines competition; cults; depression; ethics, moral values, and religion; gangs; homosexuality; pornography; prejudice; puberty; and violence. A list of notes by chapter and information on the authors are provided. (MKA)

ED 435 878   CG 029 566

Newman, Joan; Rougas, Mary Ellen
Partnership with a Native American Community: A Research Team's Perspective.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Community Characteristics; *Community Cooperation; *Community Involvement; Cooperation; Cultural Awareness; *Environmental Influences; Physical Development; Pollution; *Public Health; Social Development
IDENTIFIERS- Akwesasne Mohawk (Tribe); *Collaborative Research; Native Americans; *Polychlorinated Biphenyls

The partnership described focuses on a severe problem with environmental pollution at Akwesasne, the Mohawk reservation situated along the St. Lawrence River, at the juncture of New York, Quebec, and Ontario. Industries are located along the river and its tributaries and in past years have discharged PCBs (and other toxins) into the waterways in and near the reservation. The community residents are very concerned about the effects of the toxic intrusion into their previously harmonious relationship with the natural environment. Community members worry that Akwesasne children may have been exposed in utero from accumulated maternal PCBs, from being breast fed, or from their own diet or contact with the water or adjacent air. The study described concerns the effects of PCBs on the physical, sexual, cognitive, and social development of adolescents at Akwesasne. The research questions address the relationship between the adolescents' exposure to PCBs (assessed by diet history), body burden of particular congeners (types) of PCBs (assessed by blood analysis), and their physical, sexual, cognitive, and social/behavioral functioning. The collaborative process between the community members and the researchers is detailed, focusing on the three principles of respect, equity, and empowerment. (Contains 13 references.) (GCP)

ED 435 879   CG 029 570

Nassar-McMillan, Sylvia C.
The Life of a Legacy Bearer: Biographical Interview with C.H. Patterson.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Christianity; Church Programs; *Foster Care; Foster Family; *Moral Development; *Religion; Religious Differences; Religious Education; Social Services; State Regulation; Training
IDENTIFIERS- Colorado; Minnesota; Montana; North Dakota; Wisconsin

Neither public nor private agencies address the extensive religious involvement that children and youth receive in child care facilities and foster home placement situations. In a five-state mid-west study (N=252), this paper examines religious practices in foster homes. The study identifies a strong Christian-based affiliation of foster homes. The findings illustrate the daily, weekly, and monthly religious rituals practiced in foster homes including grace at meals, bedtime prayers, church-going, and religious social groups activities. These activities complement the process of moral development in children through religious involvement. The pervasiveness of religious practices and beliefs as reported suggests that even when both parents of these out-of-home children do not stipulate a preference for a specific religiously-affiliated foster home, the experience of the foster child will probably include practices and education in a specific religious persuasion. Though foster parents generally state that they allow the child to choose to be involved in the religious activities of the home, anecdotal evidence exists to suggest that while some children gain a great deal from involvement in the religious practices of the foster home, other foster children have experienced both confusion and rejection due to the demands by foster parents to be involved in religious activities. Child-serving agencies and government social services should take heed that foster parents are of the opinion that the issues of religion and religious involvement of foster children is not adequately addressed by agencies at orientation and placement. In this study, only two states had any training in this area. (Contains 6 tables and 15 references). (Author/MKA)

ED 435 899   CG 029 599

Schatz, Mona S.
Working with Trauma Survivors: Lessons from Survivors of the Holocaust and Opportunities for Building Understanding about the Challenges to Gaining Global Peace?
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Diversity Conference at the Department of Social Work, Colorado State University (2nd, Fort Collins, CO, April 25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Global Approach; Higher Education; *Religious Differences; *Social Work
IDENTIFIERS- *Survivors of Nazi Persecution; Tolerance; *Traumas

Millions of people were exterminated by the Nazi government during World War II because of genetic makeup, cultural heritage, religion, or physical disability. Rationalized by the Nazi's leadership as a method to achieve a "pure" and "perfect" race, the uncovering of the Holocaust to those outside German-clients, their families, and the community. This paper discusses advocacy and empowerment as ways to improve an incarcerated woman's life. Eleven critical issues concerning advocating for change in public policy are listed. Advocates are encouraged to inform the public and legislators about the problems related to addiction treatment for incarcerated women and about appropriate solutions. (Contains 3 references.) (MKA)

ED 435 921   CG 029 822

Bachman, Jerald G.; Schulenberg, John
Part-Time Work by High School Seniors: Sorting Out Correlates and Possible Consequences. Monitoring the Future Occasional Paper 32. Revised.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, MD.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 92
NOTE- 182p.; Portions of this paper were presented by the Biennial Meeting of the Society for Research on Child Development (Seattle, WA, 1991). Funding also provided by the University of Michigan Substance Abuse Center.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Behavior Patterns; Behavioral Science Research; Data Analysis; Data Interpretation; *Education Work Relationship; Extracurricular Activities; *High School Seniors; High Schools; Individual Activities; *Multivariate Analysis; Questionnaires; Research Methodology; School Role; Social Behavior; Sociocultural Patterns; *Student Employment; Student Surveys; Tables (Data); *Trend Analysis; Young Adults
IDENTIFIERS- Institute for Social Research MI; Longitudinal Studies Program (NCES); Monitoring The Future

This study is intended to assess the changing lifestyles, values, and preferences of American youth on a continuing basis. Each year since 1975, about 17,000 seniors have participated in the survey, which is conducted in about 130 high schools nationwide. In addition, subsamples of seniors from previously participating classes receive follow-up questionnaires by mail each year. This analysis examines how work intensity (hours worked per week) is linked to indicators of psychosocial functioning and adjustment in a nationally representative sample of high school seniors from the classes of 1985-1989. Consistent with previous research, bivariate correlations were positive between work intensity and problem behaviors. However, once background and educational success indicators were controlled, theses associations were diminished. The results indicate that work intensity does contribute directly and negatively to getting sufficient sleep, eating breakfast, exercising, and having a satisfactory amount of leisure time. These findings, together with the positive association between work intensity and frequency of dating, suggest that adolescents working long hours are adopting a "harried young adult" lifestyle. It briefly discusses conceptual and policy implications, including the likelihood that long hours of part-time work are as much a symptom as a cause of psychosocial difficulties. (Contains 33 references, 3 appendixes, 29 tables, and 33 figures.) (JDM)

ED 435 922   CG 029 823

University of Wisconsin; (4) statement of Rodney Hammond, Director for the Division of Violence Prevention, National Center for Injury Prevention and Control; (5) statement of Justin Gaskin, Member of the audience; and (6) statement from Oriana Hair, member of the audience. (Includes five appendixes.) (JDM)

ED 435 941   CG 029 645

Rodgers, Philip L.; Zsiray, Stephen W., Jr.
Self-Perception and Satisfaction with School: Effects of Ninth-Grade Placement.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Athletics; Decision Making; Discipline; Educational Environment; Extracurricular Activities; Friendship; *Grade 9; *High School Students; Interpersonal Competence; Job Skills; *Middle Schools; Organizational Communication; Peer Groups; Physical Attractiveness; *Placement; Satisfaction; Secondary Education; *Self Concept; *Self Esteem; Student Behavior; Teachers
IDENTIFIERS- Student Satisfaction Survey (NASSP)

The placement of ninth-grade students has often been a decision based upon available resources and not the best interests of the students. This study provides some evidence of the different influences of three types of ninth-grade placement. Self-perception data were collected for 161 randomly selected eighth-grade students in middle school placement. These measures were administered to the same students one year later after they had been placed in three different ninth grade settings (high school, middle school, and ninth-grade only center). Results were analyzed by t-test and pre- and post-test mean difference effect sizes. High school, and to a lesser degree ninth-grade only placement, resulted in systematically higher levels of satisfaction than students who remained in a middle school setting. Neither systematic nor statistically significant differences were found in domains of self-perception by type of ninth-grade setting. Appendixes are: Student Satisfaction Survey and Self-Perception Profile. (Contains 1 figure and 16 charts.) (Author/MKA)

ED 435 942   CG 029 646

Fight for Your Rights: Take a Stand against Violence. Action Guide.
PUB DATE- 99
NOTE- 25p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Advocacy; Conflict Resolution; Creative Writing; Crime Prevention; *Dialogs (Language); Mentors; Musicians; Optical Disks; *Rock Music; Songs; *Violence; Youth Problems

This 25-page "Action Guide" is accompanied by a compact disk that presents sound bites from contemporary rock musicians about their experiences with violence and rage. This interview

(NKA)

ED 435 962   CS 013 739

In a Word...Read!!! A Guide for Parents of Elementary Readers in North Carolina Public Schools.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Parent Participation; Parent School Relationship; Parent Student Relationship; Preschool Education; Primary Education; *Public Schools; *Reading Instruction; *Reading Programs; State Curriculum Guides
IDENTIFIERS- *Balanced Reading Instruction; Direct Instruction; *North Carolina

This guide has been developed to help parents understand the reading section of the North Carolina Standard Course of Study, the revised state reading curriculum which is intended to make sure that every student learns to read and write well. The guide offers general tips on helping each child, as well as terminology and research information that may be unfamiliar to parents--a glossary at the back of the guide defines many of the unfamiliar terms. According to the guide, North Carolina uses a "balanced reading program" which includes: knowing each student individually; balancing direct instruction with other learning opportunities (indirect instruction); and a balanced emphasis on skills and meaning. The guide contains sections on: (1) Pre-Reading: Early Emergent Literacy; (2) Kindergarten: Emergent Literacy; (3) First Grade: Developing Literacy; (4) Second Grade: Early Independent Literacy; and (5) Third Grade: Independent Literacy. It also outlines reading grade level competencies, and spelling and writing competencies for grades K-3. (NKA)

ED 435 963   CS 013 740

Swartz, Stanley L.; Shook, Rebecca E.; Klein, Adria F.
California Early Literacy Learning: Good First Teaching for All Children.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Education; *Emergent Literacy; *Faculty Development; Instructional Improvement; Program Implementation; *Reading Instruction; School Culture; *Writing Instruction
IDENTIFIERS- *California Early Literacy Learning

This 1997 technical report looks at California Early Literacy Learning (CELL), a staff development program designed to help elementary teachers strengthen their teaching of reading and writing. It notes that research-based teaching methodologies have been organized into a framework for classroom instruction, and that the CELL project emphasizes that the primary instructional role in the elementary grades is to teach reading and writing. The report is divided into the following sections:

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Invented Spelling; *Phonics; Primary Education; *Reading Instruction; Reading Research; Research Methodology
IDENTIFIERS- Developmental Spelling; *Nonreaders; *Phonemic Awareness

Since one way to study a non-reading primary child's phonics knowledge is to examine his/her invented spelling, a researcher's quandary led to a quasi-experimental design study, employed to answer three questions: (1) Do primary non-readers possess phonics knowledge? (2) Do primary non-readers possess phonemic awareness? and (3) Do primary non-readers spell at a high developmental level? If many reports and authorities are accurate, findings should be that non-readers lack these things, hence their inability to read. Subjects were 50 primary students from a small rural city in the southeastern United States, identified by their teachers as non-readers. As part of their routine, these children were instructed from highly phonetic basal readers and experienced daily drills from a commercially prepared phonics program. Following a screening, 26 students were identified as reading less than 80% of the words from a passage in their primer and were classified as non-readers. After some were excluded for various reasons, the final sample was comprised of 21 children. The children were tested individually, and findings revealed that these students were phonetically knowledgeable, possessed phonemic awareness, and could spell at a level which includes the recognition of letter name vowels, consonants, and some short vowels. What was apparent was that they had been taught to use only one cueing system--phonics. If children actively construct knowledge through assimilation and re-inventions, then the approach to the teaching of reading must be to provide support for every child in his/her development of all three cueing systems. (Contains 3 figures and 17 references.) (NKA)

ED 435 984 CS 013 761

Hyslop-Margison, Emery J.; Margison, Judith A.
Epistemic Internalism and Critical Literacy: A Path to Student Autonomy.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Language Arts; *Student Empowerment; *Teacher Role
IDENTIFIERS- Autonomous Learning; *Critical Literacy; Critical Pedagogy; Justification (Psychology)

Whereas the locus of understanding in internalism lies in the knowing subject, externalist models of justification readily accept knowledge claims on the basis of expert testimony or appeals to authority. This paper does not challenge the general legitimacy of externalist arguments outlining the sometimes impractical consequences of holding an inflexible internalist view, but it argues that internalism should be adopted as an ethic in literacy education to protect the intellectual autonomy of learners. Internalism promotes the intellectual autonomy of students by positioning them as subjects rather than objects in generating knowledge, and by encouraging them to evaluate critically truth claims in discourse. Language arts demonstration classrooms (all K-3 classrooms in three schools) and half in comparison classrooms (all K-3 classrooms in four schools). Schools were randomly selected as sites; children and families in the demonstration schools received "Head Start like" services (e.g., health care, social services, and family support), and all teachers received staff development and support in the implementation of developmentally appropriate practices in their classrooms. Training was designed to encourage classroom changes that would affect all children. The writing program includes reading, writing, spelling, and oral language and features a developmental continuum for each component. The continuum contains six phases from role play writing to advanced writing. Third-grade students wrote at least three times a week. Instruction was thematic using core books to integrate instruction in reading, writing, oral communication, and content areas. The extensive staff development and support for teachers in process writing, literature-based literacy instruction, developmentally appropriate organization and instruction, and individual assessment benefited the entire class. (Contains 11 references.) (NKA)

ED 436 006   CS 216 943

Works, Cathenia G.
How To Build a Better Vocabulary.
SPONS. AGENCY- DeKalb County School System, Decatur, GA.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Graphic Organizers; Semantic Mapping; Word Choice; *Word Learning

This resource booklet, intended for teachers, contains practical suggestions for promoting vocabulary enhancement in the classroom. The booklet lists and explains a number of common and less common vocabulary-building strategies and techniques, including Vocabulary Self-Collection Strategy, Color Shock, Clusters, ABC Books, Anagrams, Word Banks, List-Group-Label, and Roots. It also discusses Semantic Mapping and Graphic Organizers. The booklet concludes that recent investigations in the richness of context in natural text, the usefulness of text, the level to which a person "knows" a word, and the size and growth of vocabulary make educators understand that the acquisition of a full, rich, functional vocabulary involves the complex process of relating words to ideas. Contains a 37-item bibliography. (NKA)

ED 436 007   CS 216 945

Shermis, S. Samuel
Reflective Thought, Critical Thinking. ERIC Digest D143.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

are to have a role in education and looks at a new, non-traditional high school in Providence, Rhode Island, and its first year of operation, pausing to discuss those features that will determine the fate of new settings. Most charters, it concludes, will fail or fall short of their goals due to politics, resistance from vested interests, and ignorance of inevitable problems. (Contains 37 references.) (RJM)

ED 436 029 EA 030 138

Rose, Shirley K., Ed.; Weiser, Irwin, Ed.
The Writing Program Administrator as Researcher: Inquiry in Action & Reflection.
PUB DATE- 99
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Communication Research; *Educational Administration; Higher Education; Writing Assignments; *Writing Research; Writing Teachers

This collection of essays discusses writing program administrators' (WPAs') research. The essays pose several questions to characterize WPAs' research practices: "What is WPA research? What characterizes WPA research and the sites of WPA inquiry?"; and "What values guide WPA research?" The 14 chapters are divided into 2 parts, "Writing Program Administrators' Inquiry in Action" and "Writing Program Administrators' Inquiry in Reflection." Part 1 exemplifies WPA research by describing and conceptualizing specific research projects conducted as part of WPA responsibilities, and thereby provides a detailed picture of administrative research. Part 2 then draws on the concrete experiences of particular WPAs and particular writing programs, raising and reflecting on issues about WPA research in general. Each chapter demonstrates that WPAs' inquiry is characterized by a recursive interplay between reflection and action. Some of the many topics addressed in the book include diverse research methodologies for diverse audiences, feminist methods, conflicts between teaching and assessing writing, outcomes assessment research as a teaching tool, the contributions of sociolinguistic profiling, assessing teacher preparation programs, reflective essays, local research and curriculum development, enabling research in the writing program archives, WPAs as historians, historical work on WPAs, the role of research in writing programs, and postmodern mapping. (RJM)

ED 436 030 EA 030 139

Goertz, Margaret E., Ed.; Odden, Allan, Ed.
School-Based Financing. Twentieth Annual Yearbook of the American Education Finance Association, 1999.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; Performance Based Assessment; *School Based Management; School District Spending; *School Policy

This book addresses the critical issues and challenges facing state and district policymakers as they work to develop school-based funding policies and related resource data systems. The

Timmons, Jaimie Ciulla; McIntyre, James P., Jr.; Whitney-Thomas, Jean; Butterworth, John; Allen, Deborah

Barriers to Transition Planning for Parents of Adolescents with Special Health Care Needs.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 98

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Adult Programs; *Delivery Systems; Education Work Relationship; *Family Needs; Focus Groups; Individual Development; *Long Range Planning; *Parent Attitudes; Residential Programs; *Special Health Problems; Transitional Programs; Young Adults

IDENTIFIERS- Massachusetts

This study used a focus group approach to examine the transition planning experiences and concerns of 30 family members of young adults with special health care needs throughout Massachusetts. Findings indicated: (1) parents experienced challenges with service delivery systems, day-to-day living, residential location, and uncertainty about the future; (2) parents struggled with the challenges of day-to-day living, including the management of responsibilities and obligations as well as the provision of daily specialized care; (3) parents described challenges associated with residential location, including poor transportation, greater isolation, and difficulty accessing resources; and (4) parents were challenged by the future uncertainty of adult supports and resources and were concerned about what might happen after they are no longer able to care for their son or daughter. Results suggested recommendations concerning improved access to information, establishment of longitudinal supports, and the need for flexible resources. (DB)

ED 436 050 EC 307 513

Butterworth, John; Fesko, Sheila Lynch

The Successes and Struggles of Closing a Facility-Based Employment Service.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.

PUB DATE- 99

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Change Agents; Change Strategies; *Community Programs; Data Collection; *Disabilities; Program Evaluation; Rehabilitation; Sheltered Workshops; *Social Integration; *Supported Employment

This brief paper reports on an evaluation of 10 community rehabilitation providers, six that successfully closed a facility-based program between 1989 and 1994, and four who are currently involved in a change process. Data collection consisted of participant observation, in-depth interviews, and document analysis. Findings indicated: (1) organizations were successful in closing a facility using either a gradual approach driven by individual consumers' job preferences or a

ED 436 068   EC 307 532

Dunlap, Glen; Bunton-Pierce, Mary-Kay
Autism and Autism Spectrum Disorder (ASD). ERIC Digest #E583.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *Autism; *Clinical Diagnosis; Disability Identification; *Educational Strategies; Elementary Secondary Education; *Incidence; *Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- ERIC Digests

This digest provides an overview of autism and Autism Spectrum Disorder (ASD). It addresses: (1) the behavior of individuals with autism, such as developmental difficulties in verbal and nonverbal communication, social relatedness, and leisure and play activities; (2) diagnosis and evaluation of autism; and (3) prevalence of autism and the diagnosis of autism in four times as many boys as girls. The digest also discusses approaches to intervention and educational support for students with autism. It reports that interventions derived from an educational and behavioral orientation have been shown to help children and adults affected by autism, primarily by teaching new skills that enable the person to function more successfully in the daily world of home, school, work, and community interactions. The digest states that people with autism respond better with structure and clear guidelines regarding expectations for appropriate and inappropriate behavior and recommends that the environment include systems or materials that can help the person to comprehend and predict the flow and sequence of activities. Family members are urged to participate in all aspects of assessment, curriculum planning, instruction, and monitoring. The digest concludes with a list of relevant web sites, organizations, and newsletters and journals. (CR)

ED 436 069   EC 307 533

Hudson, Christine; Christ, Susan; Heartfield, Scott; Carpenter, Ciela; Sheffler, Gary; Simonson, Peter; Lowes, Bonnie; Brown, Pat
The Transition from School to Supported Employment: Information for Teachers about Supported Employment and the Adult Service System.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; Community Programs; *Disabilities; *Education Work Relationship; *Evaluation Criteria; Federal Regulation; *Job Placement; Models; Secondary Education; Standards; State Agencies; State Regulation; *Supported Employment; *Transitional Programs; Vendors
IDENTIFIERS- *Washington (King County)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Bilingual Students; Diversity (Student); *English (Second Language); Evaluation Methods; Higher Education; *Language Arts; Language Minorities; Preservice Teacher Education; Second Language Learning; Secondary Education; Secondary School Students; Secondary School Teachers; Student Evaluation; Teaching Methods; Textbook Selection; Whole Language Approach

This document examines the education of secondary level English language learners within mainstream language arts classes. It provides teachers and teacher educators with an understanding of how mainstream language arts instruction can be designed and implemented to enhance academic achievement for these students. Research for this report included an extensive search of various databases and World Wide Web sites; analysis of the national content standards documents for language arts and three other core areas; site visits to a suburban high school that used a team teaching approach to working with English language learners enrolled in mainstream classes; and personal interviews with education faculty at George Washington University who are responsible for preparing preservice teachers for secondary level mainstream instruction. After an introduction, the first section discusses making English language arts accessible to the English language learner by respecting student diversity, selecting appropriate texts, and making literature more comprehensible. The second section focuses on implementing a whole language approach. This includes encouraging students to maintain the native language and providing a balanced writing program. The third section discusses characteristics of sound assessments for English language learners. The fourth section discusses preparing mainstream teachers to work with English language learner students, examining components of an effective teacher preparation curriculum. (Contains 31 references.) (SM)

ED 436 091   FL 026 064

Anstrom, Kris; DiCerbo, Patricia, Ed.

Preparing Secondary Education Teachers To Work with English Language Learners: Science. NCBE Resource Collection Series, No. 11.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 98

NOTE- 24p.; "With contributions from Sharon Lynch, Ph.D."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Bilingual Students; Comprehension; Curriculum Development; Diversity (Student); *English (Second Language); Evaluation Methods; Higher Education; Inquiry; Language Minorities; Preservice Teacher Education; Problem Solving; *Science Instruction; Science Teachers; Second Language Learning; Secondary Education; Secondary School Students; Secondary School Teachers; Student Evaluation; Teacher Collaboration; Team Teaching

IDENTIFIERS- National Science Education Standards

This document examines the education of secondary level English language learners within mainstream science classes. It

SPONS. AGENCY- New York City Office of the Mayor, NY.; New York State Education Dept., Albany.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Adult Basic Education; *Adult Literacy; Adult Students; Citizen Participation; Demography; Diversity (Student); Educational Finance; Educational Technology; Employment Patterns; English (Second Language); Enrollment Trends; Family Literacy; Financial Support; *Literacy Education; Professional Development; Student Characteristics; Student Evaluation
IDENTIFIERS- *New York City Adult Literacy Initiative

This report provides demographic data on students attending New York City Adult Literacy Initiative (NYCALI) programs. It specifies the number of students served by each literacy provider agency (LPA) and the types of classes they attend. It includes data on total instructional hours offered, total hours of student attendance, enrollment figures by level within each type of instruction, test score gains, funding, and costs. The report is derived from data collected through the Adult Literacy Information and Evaluation System and qualitative and quantitative information included in final reports submitted by each LPA to the New York City Mayor's Office of Adult Literacy and the New York State Department of Education. After an introduction, Section 1 describes the NYCALI, examining student ethnicity, gender, age, and employment status; instructional offerings and enrollment; instructional hours and contact hours; and funding. Section 2 discusses teaching toward the 21st century, examining how NYCALI programs respond to change; professional development in NYCALI; the incorporation of technology; student population shifts and program responses; retention; and learning standards and assessment. Section 3 discusses learner gains and achievements, examining program outcomes; academic achievements; employment outcomes; family literacy; and civic and community participation. Section 4 examines the future of NYCALI programs. (Adjunct ERIC Clearinghouse on Literacy Education) (SM)

ED 436 110 HE 032 615

Kellogg, Karen
Binge Drinking on College Campuses. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alcohol Abuse; *College Students; Fraternities; Higher Education; Sororities; Student Characteristics
IDENTIFIERS- *Binge Drinking; ERIC Digests

This digest discusses binge drinking on U.S. college campuses. Male binge drinking is defined as five or more drinks in a row one or more times during a 2-week period; female binge drinking is defined as four or more drinks in a row one or more times during a two-week period. A drink is defined as twelve ounces of beer or wine cooler, four ounces of wine, or a shot of

Instructional Designers.
PUB DATE- 99
NOTE- 24p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. Some figures contain small and illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; Competition; Computer Uses in Education; Cooperative Learning; *Designers; Educational Technology; *Experiential Learning; Higher Education; *Instructional Design; Instructional Effectiveness; Intercollegiate Cooperation; *Problem Solving; Professional Education; Questionnaires; Student Attitudes; Student Experience; Student Motivation; Student Surveys; Teamwork; World Wide Web
IDENTIFIERS- *Collaborative Learning; *Contests; Instructional Design Professionals; University of Virginia

Instructional design (ID) case studies that pose authentic ill-defined design problems in realistic environments can help instructional design students bridge the gap between novice and expert practice. Over the past 3 years, the authors have explored aspects of this educational approach through the development of World Wide Web-based instructional design at the Curry School of Education, University of Virginia. This paper begins with a look at case study methods and how they are used to help students gain experience in ID practice. The design and development of the Web-based ID Case Competition, the 1998 IT (Instructional Technology) Case Event, is described, followed with a report on the competition involving seven universities. Officials and students felt that the case experience was valuable for developing ID expertise and preparing students for professional practice. These advantages and the opportunity for team collaboration were noted as motivators for participation. Most of the students were enthusiastic about the inclusion of emergent ID issues in the case and felt the experience expanded their knowledge of ID practice and application. The paper closes with a discussion of implications for the preparation of instructional designers and recommendations for future development activities. Survey and interview questions answered by participants are included. (Author/MES)

ED 436 130 IR 019 755

Cennamo, Katherine S.; Holmes, Glen
The Instructional Technology Clinical Experience: Expectations and Realities.
PUB DATE- 99
NOTE- 11p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Comparative Analysis; Educational Environment; *Educational Technology; Expectation; *Experiential Learning; Graduate Study; Higher Education; *Instructional Design; Interaction; *Learning Experience; Qualitative Research; Student Attitudes; *Student Experience;

address in the planning process are discussed in the second section, including who the learners are, what the essential content is, and what teaching strategies and media to use. The third section addresses the learning environment, focusing on technology and resources. How to determine the quality of the instruction is considered in the final section, including reflection on the action or activity and examining the instructional event in terms of what worked. (MES)

ED 436 150 IR 019 775

Edwards, Leslie D.
Using Multimedia To Counter Stereotypes in Science Classrooms: New Perceptions of Who Becomes a Scientist.
PUB DATE- 99
NOTE- 14p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Community Colleges; Comparative Analysis; Computer Assisted Instruction; Courseware; Curriculum Development; Intermode Differences; Material Development; Minority Groups; *Multimedia Instruction; *Multimedia Materials; Role Perception; *Science Instruction; *Scientists; Social Bias; *Stereotypes; Student Attitudes; Two Year Colleges

Despite gains in many areas, minorities remain underrepresented as scientists and science students. On of the reasons for this absence may be the presence of a common stereotype of scientists as white males. This paper argues that recent research in cognitive and social psychology shows that stereotypic processes are not automatic and that stereotypes can be reversed through the use of multimedia software in the science curriculum that includes graphic images with specific occupation and background information about ethnic groups. Community college students who used the counterstereotypic version showed less negative stereotypic attitudes afterwards compared with students using the same software without the counterstereotypic images, when used within a course context that included discussion of cultural differences. Based on quantitative stereotypic attitude changes, a two-step model for implementing changes in classroom curriculum is proposed that could influence student stereotypes about who becomes a scientist and perhaps lead to an increase in the number of minorities studying and practicing science. (Contains 45 references.) (Author/MES)

ED 436 151 IR 019 776

Hinn, D. Michelle
Evaluating the Accessibility of Web-Based Instruction for Students with Disabilities.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Motivation; Student Surveys; Tables (Data)
IDENTIFIERS- *ARCS Model; International Extension College (England); *Motivational Design; Support Systems; University of London (England)

This study introduced motivational strategies in the student support system of a distance education program, offered by the University of London (England) and implemented by the International Extension College in Cambridge (England). The program prepares international students for a diploma or masters degree in distance education. The study extended existing student support with motivational strategies in the form of motivational communications that should serve to help distance education students to become or stay motivated, so that they will successfully complete their courses. The ARCS (Attention, Relevance, Confidence, Satisfaction) model of motivational analysis was used for design and development of the MMSS (Motivational Messages Support System). Development research was used for addressing questions on the validity, practicality, and effectiveness of the motivational messages. The study examined the extent to which motivational messages based on the ARCS model are effective in distance education courses, and the difference in effectiveness and cost-efficiency between the personalized and collective process of enhancing motivation through motivational messages. Data were gathered through student questionnaires, student interviews, tutor records, and tutor interviews. Findings indicated that the messages were effective and appreciated by students; no significant difference was found between the use of collective and personalized messages as regards effectiveness. (MES)

ED 436 170   IR 019 795

Leader, Lars F.; Middleton, James A.
From Ability to Action: Designing Instruction for Critical Thinking Dispositions.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Decision Making; *Instructional Design; Instructional Materials; Junior High Schools; Learning Processes; Literature Reviews; Mathematics Instruction; *Personality; Personality Traits; *Problem Solving; *Student Attitudes; Student Motivation
IDENTIFIERS- Jasper Woodbury Problem Solving Series

This paper explains the importance of disposition as an essential aspect of critical thinking and suggests how instruction can be designed to promote learners' development of the dispositional side of critical thinking. Topics addressed include: (1) the dispositional bottleneck between opportunity and action, i.e., sensitivity to occasion; (2) attitudes and spontaneous versus deliberative processing; (3) attitude strength and sensitivity to occasion; (4) attitude strength and ill-structured problems, including direct experience in opportunities for critical thinking, the role of sensory information, the role of emotions, free choice, and opportunity for rehearsal; (5) the Jasper Woodbury Problem Solving Series, specifically the use of the video-based adventure, "Rescue at Boone's Meadow," with evaluation, teachers should ask the following questions: whether the site provides the information they need to solve their information problem; and if it does not, how the process could be varied to obtain the needed results. Self-assessment at the end of the information seeking process is a higher-order thinking skill that students and teachers should understand and apply. Critical evaluation of information can be applied to all information sources including World Wide Web sites. This ERIC digest lists what are the important aspects of evaluation for educators; and what are the important aspects of teaching Web site evaluation to students. Includes an annotated bibliography of evaluation checklists. (JMK)

ED 436 188 IR 057 488

Library Services and Technology Act: Alaska State Plan, 1998-2002.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Cooperative Programs; Educational Resources; Information Sources; Library Development; *Library Planning; Library Services; Outreach Programs; *State Libraries; *State Programs; Strategic Planning; Telecommunications
IDENTIFIERS- *Alaska; Connectivity; *Library Services and Technology Act 1996

This document outlines the Alaska State Plan for 1998-2002 prepared in accordance with the Library Services and Technology Act. The overall goal of the State Library program is to assure access for all Alaskans to the library resources necessary to meet informational, educational, cultural, and recreational needs. Population characteristics impacting library services in Alaska are first described. Five goals for library service in Alaska are then outlined, and a background on priorities is discussed for each goal. The goals include: (1) Connectivity - Access to telecommunications; (2) Information - Access to worldwide sources of information, educational resources, research data, etc.; (3) Partnerships - Develop regional and multi-jurisdictional agreements; (4) Service - Improve library services to the underserved; and (5) Accessibility - Services to Alaskans with special needs. The remaining two sections of the document focus on evaluation of the program, and policies and procedures for public input and the role of the State Advisory Council. (AEF)

ED 436 189 IR 057 534

Prostano, Emanuel T.; Prostano, Joyce S.
The School Library Media Center. Fifth Edition. Library and Information Science Text Series.
PUB DATE- 99
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Information Technology; *Learning Resources Centers; *Library Administration; Library Development; Library Funding;

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Course Selection (Students); Educational Research; Evaluation Criteria; *Institutional Evaluation; Institutional Mission; Lifelong Learning; *Performance Factors; School Effectiveness; *Student Behavior; *Student Educational Objectives; Student Interests; Two Year Colleges
IDENTIFIERS- *San Juan College NM

The key to better outcome performance measures for community colleges is finding an effective and valid method of determining students' educational goals or reasons for attending the institution. In an attempt to find a solution to identifying student intent, San Juan College (SJC) postulated that student intent at any point in time can be most accurately measured by their behavior. The question undertaken in this study is: if we look at what courses a student is enrolled in and make certain assumptions about intent based on that enrollment, would we have a usable measure of student intent? In the preliminary explorations of this question conducted at SJC, the emerging answer is "Yes." Student intent data inferred from student enrollment does indeed appear to be a stable measure, with face validity, and quite usable as a qualifier for performance indicators. SJC identified four "enrollment segments" that would be likely educational goals for students attending the college: Career, Skill, Transfer, and Lifelong Learner. The tables presented in this paper show that reporting performance indicator data by enrollment segment provides community colleges an easy method to communicate performance data that are appropriate for student intent and the multiple missions of the institution. (UWC)

ED 436 209   JC 000 025

Cain, Michael Scott
The Community College in the Twenty-First Century. A Systems Approach;.
PUB DATE- 99
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; College Administration; College Faculty; College Students; *Community Colleges; Educational Change; *Educational Development; Educational History; Educational Quality; Educational Trends; Higher Education; *Long Range Planning; Outcomes of Education; *Systems Approach; Teacher Attitudes; *Teacher Persistence; Teacher Student Relationship; Two Year Colleges

The thesis of the book is that the problems community colleges face were inherent from the beginning and became more prominent because the particular vantage points from which the schools were viewed prohibited the taking of any action on the problems. Chapter one presents a portrait of what the colleges have become, establishing the governing metaphor of the book: the community college as the Wal-Mart of higher education. Chapter two presents the basic idea that this monograph uses to govern the examination of the community college systems theory. In chapter three, the conditions and events that led to the unchecked growth of the community college are examined. Chapter four discusses the academic and vocational-technical faculty, showing that a split has always been present between them and that, in truth, neither of them works in exactly the same school. Chapter five concentrates on part-time faculty, which experiment (3 X 3 ANOVA design) assessing reactions to community college faculty recruitment advertisements varied according to instructional program and job attribute content. Applicants for a business faculty position reacted most favorably to recruitment advertisements containing academic transfer program content. Implications for theory and practice are discussed. Contains 30 references. (VWC)

ED 436 228   PS 027 236

Back to School: A Video News Magazine.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Classroom Environment; *Classroom Techniques; *Educational Innovation; *Educational Technology; *Elementary Secondary Education; Internet; *Learning Activities; Partnerships in Education; Videotape Recordings

This series of 11 videotapes is intended to make the general public aware of what is happening in schools today and to encourage involvement and interest in the educational system. Topics of feature stories on each of the videos are as follows: (1) an African project in an Illinois school, a middle school in Madison, Wisconsin, the Indianapolis Zoo's efforts to link up with schools through e-mail, and the history of the physical setting of school life in the 1880s and today; (2) a World War II project in a Minnesota elementary school, an elementary school hyperstudio presentation based on a virtual vacation assignment, and Internet connections in a 5th grade inner-city classroom; (3) a multidisciplinary project on kayaking the Nile River, middle school students using the Internet to create functioning windmill models, and a student initiative to secure a grant that enabled a Michigan high school to connect to the Internet; (4) a first-grade teacher using developmentally appropriate practice, students using a variety of resources to respond to questions regarding landfills, and high school students maintaining one-on-one computer dialogues with scientists, designers, and engineers to complete class assignments; (5) a partnership between Evanston Township High School (Illinois) and Northwestern University, and the Iowa Communications Network for distance learning; (6) assessment strategies used in a 3/4 classroom, an elementary school classroom using "cognitively guided instruction" to achieve excellence in mathematics instruction, and a book club meshing technology, the Internet, and an after-school reading program; (7) three individuals who overcame the odds to succeed in the world, and a 3-year high school science class that is team taught; (8) Schaumburg, Illinois school district's struggles to plan for the implementation of technology in the curriculum, and Bloomington, Illinois students studying history with the help of technology; (9) a Portland, Oregon classroom using the Internet to follow Linda Finch's flight that retraced Amelia Earhart's original flight plan around the world, and an innovative Web site that helps in school improvement; (10) an adult education class in Corvallis, Oregon, where technology plays a major role, and a multidisciplinary project in Addison, Illinois to beautify school grounds while learning about science, art, math, social studies, and the environment; and (11) adult learners in Grays Lake, Illinois using the Internet decisions made by programs and identify their multiple effects; review operations and program implementation for conformity with proposed plans and regulatory requirements; and review the long-term consequences of program decisions for Head Start participants. The guide consists of four modules: (1) "Plan to Plan"; (2) "Take Stock"; (3) "Propose Directions and Adopt Plans"; and (4) "Review." Each module includes "outcomes," "key concepts," and "background information." The guide includes various formats for training: workshop activities, coaching activities, next step activities for applying the skills to individual programs, and continuing professional development activities. The final sections of the guide contain an annotated list of 19 resources that trainers and participants can use to expand their knowledge and an appendix containing worksheets that can serve as guidelines when participants apply the recommendations to their own programs. (EV)

ED 436 246   PS 028 045

Casper, Lynne M.; O'Connell, Martin
State Estimates of Organized Child Care Facilities. Population Division Working Paper Series No. 21.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Population Association of America (Washington, DC, March 1997). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Census Figures; *Day Care; *Day Care Centers; Demography; Early Childhood Education; State Norms; *State Surveys
IDENTIFIERS- Child Care Needs; Income Taxes

Census Bureau data have traditionally focused on national estimates of the numbers of children in organized child care facilities using various household surveys. In contrast, this paper presents data on the characteristics of child care businesses for individual states from the Census of Service Industries. Although focusing primarily on the most recent census period, 1992, some historical data are shown for the censuses of 1977, 1982, and 1987. Child care businesses are classified according to the Standard Industrial Code in effect during each census period, and are defined as establishments engaged in the care of infants or children, or providing pre-kindergarten education, where medical care or delinquency correction is not a major element. These establishments do not include businesses providing babysitting services nor do they include Head Start centers operating in conjunction with elementary schools; these centers are classified under the principal types of services provided by these businesses (e.g., schools, hospitals). Among the characteristics of the child care industry shown in this paper are the number of child care businesses, their tax return status (whether subject to or exempt from federal income taxes), their annual payrolls, and their numbers of paid employees. In addition, examination of the number of centers that went out of business during the tax year relative to the number that filed taxes for that year provides an indication of the annual turnover of businesses in the child care industry. The number of child care centers in business in 1992 and the size of their employee payroll are also used in conjunction with estimates of the number of preschool-age children of employed mothers in each state to

*Community Development; Foreign Countries; Parent Attitudes; Participant Observation; Preschool Children; Preschool Education; Program Descriptions; Program Evaluation
IDENTIFIERS- *Program Characteristics; United Kingdom; Wales

The Cynon Valley Project in Wales, United Kingdom, used funding from the Save the Children Fund and the Bernard van Leer Foundation to address consequences of economic decline in the two communities of Fernhill and Perthcelyn. The project's focus was on early childhood education and community development. Though starting at about the same time and under similar conditions, the project's development in the two communities diverged radically: one community continued its early childhood work, among other activities, while the other concentrated on community action. In Fernhill, children's services included child care, playgroups, child assessments, and new mothers' groups. There, the project helped to ease the transition into school, helped children learn new skills, and encouraged them to be more confident and expressive. The project in both locations allowed parents a break from their children, and provided opportunities to meet others, training and education opportunities, and opportunities for parents to work as volunteers. In Fernhill, a core group of parents undertook formal training and became childcare volunteers, while in Perthcelyn, the core group campaigned for services for themselves and for their children, leading to considerable changes in the project plan. The project's major success was in promoting child development, empowering adults, setting up community groups, and promoting large-scale regeneration. (KB)

ED 436 265 PS 028 101

Robertson, Anne S., Ed.
Parent News Offline, 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Admission Criteria; Day Care; Early Childhood Education; Extracurricular Activities; Gifted; Higher Education; Holidays; Kindergarten; Newsletters; Parent Child Relationship; *Parent Education; *Parent Materials; Parent Teacher Conferences; Parenting Skills; *Parents; Paying for College; Safety; School Entrance Age
IDENTIFIERS- Child Safety; Day Care Quality; *National Parent Information Network

This document is comprised of the two issues published in volume 1 (1999) of "Parent News Offline," a newsletter of the National Parent Information Network (NPIN), designed to introduce those without Internet access to the activities and information available through NPIN. The spring 1999 issue contains the following articles: (1) "Child Care: How Does It Affect Children?" (Peggy Patten); (2) "He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma" (Sandra Crosser); (3) "Student Selection for Gifted/Talented Programs" (Sandra Berger); and (4) "Early Warning, Timely Response: A Guide to Safe Schools" (Anne S. Robertson). The fall 1999 issue contains the following articles: (1) "Simplifying Your Holidays" (Amy Aidman); (2) "Parent-Teacher Conferences: Suggestions for Parents" (Ann-Marie Clark); (3) "Children's Extracurricular Activities" (Peggy Patten); and (4) "Applying for College Financial Aid." Both issues also list recent publications from

ED 436 284 PS 028 135

Ng, Maureen; Lee, Christine Kim-Eng
The Effects of Cooperative Learning on the Cross-Ethnic Friendship Choices of Children.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Elementary Education; *Elementary School Students; Foreign Countries; *Friendship; *Peer Acceptance; *Peer Relationship; Pretests Posttests; Sociometric Techniques; Teacher Role
IDENTIFIERS- Cross Race Interaction; Singapore

Although foremost among the benefits of cooperative learning is improvement of student academic achievement, additional affective benefits may further convince teachers that the value added by cooperative learning is worth the effort. This study examined the effect of an 8-month cooperative learning intervention on children's friendship choices in a Singapore elementary school. Four primary 5 classes, comprising 151 students, participated in the cooperative learning and four primary 5 classes, comprising 164 students, did not. All students were 11 years old. Between 76 and 81 percent of the students were Chinese, and the other ethnic groups represented were Indian, Eurasian, and Malay. Data were collected through sociometric surveys conducted before and after cooperative learning was used in social studies classes. The findings indicated that after 8 months of learning in cooperative groups, children in the experimental groups showed significant gains in percentage of cross-race choices of friends. Target diagrams of the sociometry survey indicated, however, that children still showed a distinct tendency to select friends among the same race. Also, getting pupils to work collaboratively in heterogeneous groups did not seem to produce gains in acceptance of low status children. Inherent in groupwork are problems of status and personality, and the teacher plays an important role in integrated rejected and neglected children. (Contains 18 references.) (KB)

ED 436 285 PS 028 136

Shorr, David; Wallace, Randall; Gann, Cory
Children's Identification of Self-Reflective Emotions as Likely Responses to Moral and Competence Domain Successes and Failures.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Attribution Theory; *Children; Comparative Analysis; *Competence; Elementary Education; *Emotional Development; *Guilt; *Helping Relationship; Moral Development; Parochial Schools; Public Schools; Theories
IDENTIFIERS- Domain Specific Thinking; *Emotions; *Pride

While research on prosocial behavior has dramatically increased projects: the New Addington NOW (New Opportunities for Women) project, which provided job training to 302 single parents who had been unemployed for more than a year, and the Thornton Heath/South Norwood Horizon project, which provided English-as-a-second-language and job training courses to 1,890 unemployed refugees and ethnic minorities to develop fluency in English and gain job skills. In the next three sections, trainees' own words are used to describe the following: trainees' backgrounds and the motives and circumstances behind their choice of courses; trainees' progress and factors that helped or hindered their training; and trainees' activities after completing their courses. Each of these sections ends with a list of good practices that facilitated trainees' success in their courses. Concluding the document are a model detailing progression routes and support systems for effective training programs and the trainees' recommendations for development and delivery of short-term job training programs for disadvantaged individuals. (MN)

ED 435 803   CE 079 332

Semmens, Bob, Ed.; Cook, Sandy, Ed.
Setting the Standard. International Forum on Education in Penal Systems Conference Proceedings (Adelaide, Australia, April 5-7, 1998).
PUB DATE- 98
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Standards; Adolescents; Adult Education; Adult Programs; At Risk Persons; Community Programs; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; Delinquency; Early Intervention; Educational Needs; Educational Planning; Educational Practices; Educational Quality; Family Relationship; Family School Relationship; Federal Legislation; Foreign Countries; Indigenous Populations; International Educational Exchange; Juvenile Justice; Models; Postsecondary Education; Prevention; Professional Associations; Program Design; Program Implementation; Skill Development; *Strategic Planning; Thinking Skills; *Vocational Education; Youth Programs
IDENTIFIERS- *Australia; *China; Professionalization; TAFE (Australia)

This document contains 19 papers presented at an international forum on education in penal systems. The following papers are included: "Burning" (Craig W.J. Minogue); "The Acquisition of Cognitive Skills as a Means of Recidivism Reduction: A Former Prisoner's Perspective" (Trevor Darryl Doherty); "CEA (Correctional Education Association) Standards: Making Correctional Education Professional and Accountable" (Steve Steurer); "Who Needs Standards?" (Bob Semmens); "Setting the Standards. Whose Standards? The Education of Women in Prisons" (Sandy Cook, Sue Davies); "Standards in the Design and Implementation of Programs for the Correctional Setting" (Peter Kyparissis); "Tougher Criminal Legislation Means Prison Overcrowding: The End of the road for Prisons as Agents for Rehabilitation" (Tricia A. Fox); "Joint DCS (Department of Corrective Services)/TAFE NSW (Technical and Further Education New South Wales) Strategic Plan for TAFE NSW Provision for Aboriginal Inmates" (Gloria Provest, Brian Nead, Chris Sylva); "Achieving and Maintaining Best Practice in Adult Corrections Education" (Brian Nead); "Assuring Standards in Vocational Education and Training" (Carol Ward); "Counting the Two in academic excellence and rigor; (4) achieving program quality through individual attention and involvement; (5) achieving program quality through appropriate internships; (6) achieving program quality through appropriate course work; (7) achieving program quality through diversity; and (8) achieving program quality through appropriate assessments. Each section includes information on the standard, its rationale, criteria for evaluating achievement of the standard, and appropriate steps for higher education institutions to take when implementing the standard. Concluding the document is a fact sheet on the Institute for Experiential Learning. (MN)

ED 435 821   CE 079 367

Hilley, Robert
Power Product Equipment Technician: Outboard-Engine Systems and Service. Teacher Edition and Student Edition.
PUB DATE- 00
NOTE- 465p.; For other "Power Product Equipment Technician" guides, see ED 421 861 and ED 428 271-272.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Design; *Engines; *Job Skills; *Learning Activities; Lesson Plans; Motor Vehicles; Postsecondary Education; Power Technology; Secondary Education; Skilled Occupations; *Small Engine Mechanics; *Teaching Methods; Test Items; Units of Study
IDENTIFIERS- Boats; *Outboard Motors

This curriculum guide contains teacher and student materials for a course on outboard-engine boat systems and service for power product equipment technician occupations. The course contains the following four units of instruction: (1) Outboard-Engine Design and Identification; (2) Operation and Service of Engine-Support Systems; (3) Operation and Service of Power-Output Systems; and (4) Operation and Service of Control and Safety Systems. Each section in the teacher edition includes some or all of the following components for each of the four units of instruction: suggested activities, answers to assignment sheets, written test with answers, unit evaluation form, transparency masters, and worksheet masters. The teacher edition also includes a competency profile, an instructional and task analysis, academic and workplace skill classifications and definitions, and a list of related academic and workplace skills. All of the unit components focus on measurable and observable learning outcomes. Each instructional unit in the student edition includes some or all of the following components: objective sheet, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 435 822   CE 079 369

Siegel, Donald S.
Skill-Biased Technological Change. Evidence from a Firm-Level Survey.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

studies. The contents and aims of his teaching must be understood as reflections of the time rather than as eternal truths. Research in teacher training has a good start in Finland. Historically, the Teacher Education Department of the University of Jyveskyla has had a central role in development of teacher education in Finland. The training sets used by all teacher training colleges and schools since 1912 have been abandoned with the introduction of the comprehensive school system in the 1970s. Over the years, the facilities, materials, tools, instruments, and machines available to teaching handicrafts have improved. Basic courses in technical handicrafts offered by Finnish teacher education institutions teach wood, metal, and plastic products. The latest trend in handicrafts teaching as part of general education is technology education. One objective is to help the pupil gain competencies needed in coping with everyday life, job assignments, and hobbies and to guide him or her towards post-compulsory education. (124 references) (YLB)

ED 435 841   CE 079 434

Sum, Andrew
Literacy in the Labor Force. Results from the National Adult
  Literacy Survey.
PUB DATE- 99
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
  Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult
  Programs; Age Differences; Basic Skills; Comparative Analysis;
  Definitions; *Education Work Relationship; Educational
  Attainment; Employed Women; Employment Level; *Employment
  Patterns; Employment Potential; Employment Projections;
  Enrollment; Ethnic Groups; Geographic Regions; Immigrants; Job
  Training; *Labor Force; Labor Force Development; *Literacy
  Education; Minority Groups; Multivariate Analysis; National
  Surveys; Occupational Clusters; Part Time Employment; Poverty;
  Racial Differences; *Salary Wage Differentials; Sex
  Differences; Socioeconomic Status; Tables (Data);
  Underemployment; Unemployment
IDENTIFIERS- *National Adult Literacy Survey (NCES)

This document, which is based on data gathered during the 1992 National Adult Literacy Survey (NALS), examines the literacy skills of the U.S. civilian labor force, including the employed and unemployed. The following topics are among those discussed: (1) human resources and the U.S. economy; (2) literacy proficiencies of the nation's labor force; (3) literacy proficiencies of key demographic, socioeconomic, and regional subgroups of the labor force (men and women; various age, racial, and ethnic groups; adults with different levels of schooling, poverty status, and areas of residence; native versus foreign-born adults); (4) literacy proficiencies of the labor force by industry and occupations (including front-line blue-collar workers and health care workers); (5) literacy proficiencies and earnings; (6) literacy proficiencies and adults' educational attainments, school enrollment behavior, and literacy training experiences; (7) employability and earnings potential of the nation's unutilized and underutilized working-age population; (8) estimated effects of prose, document, and quantitative literacy proficiencies on labor market activities, earnings and incomes (as demonstrated by a multivariate analysis); and (9) participation in basic skills

NOTE- 32p.; For the 1993-94 report, see ED 398 416. Cover title varies. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Patterns; Federal Programs; Females; Followup Studies; Males; *Nontraditional Occupations; Postsecondary Education; Program Effectiveness; Program Implementation; *Salary Wage Differentials; Secondary Education; *Sex Fairness; State Programs; Statewide Planning; *Vocational Education; Womens Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Louisiana

Workplace and educational changes related to gender in Louisiana in 1996-97 suggest some progress but a continued need to reduce wide gender gaps in some occupational areas. Workplace data show a closing gender gap, but changes are occurring at different rates for different areas. Women's share of the total labor force continues to rise; wage differences by gender continue; women-owned businesses increase; and secretaries and cashiers are still predominantly female. Both secondary and postsecondary systems have increased enrollment. Slightly more females are enrolled in vocational programs, but males are about five out of six students enrolled in programs not traditional for their gender. The largest number of nontraditional enrollees are males in secondary business and home economics programs. Slow, steady progress continues in female participation in industry programs, the area of greatest gender disparity. Agencies with projects continue to use diverse recruitment, retention, and placement strategies for increased participation of nontraditional students. The state has awarded 108 grants to educational agencies for implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women. Of project students with known outcomes, 33.5 percent are still enrolled in their vocational programs and making satisfactory progress, and 26.8 percent have completed their vocational programs and been employed in standard or above-standard positions. (Numerous charts and tables are provided.) (YLB)

ED 435 060 CE 079 465

Lehari, Elga; Stehr, Christoph; Lemmer, Ruth
Course 2010. The Future of Work in Europe.
PUB DATE- 99
NOTE- 12p.; Translated by Andrew Sims.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compensation (Remuneration); Employer Employee Relationship; *Employment Projections; Foreign Countries; *Futures (of Society); *Labor Force; Labor Market; Labor Needs; Labor Supply; *Management Systems; *Organizational Climate; Organizational Development; Wages; *Working Hours
IDENTIFIERS- Denmark; Europe; Germany

These three articles come from the series "Course 2010--A Decade in View" published in the Handelsblatt (Duesseldorf and Frankfurt/Main), an influential German business newspaper. "The Labor Market: With Flexibility into the Service Society" (Elga Lehari) states that the key to more employment in future is a service society with an industrial base. It foresees constant development in the size of the labor force up to 2010, followed

PUB DATE- 99
NOTE- 41p.; Paper presented at the National Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Career Development; *Counseling; Counseling Theories; Counselor Characteristics; Interviews; *Life Events; Professional Development; Professional Education; Psychological Studies; Psychological Testing; *Psychologists; Psychology
IDENTIFIERS- Patterson (C H); Rogers (Carl)

This manuscript presents a chronological interview recently conducted with Dr. C.H. Patterson, a pioneer in the area of person-centered counseling and counselor education. It details many of the serendipitous events that led him from a child of poverty to a life rich in academic achievements and social rewards. This interview details many of his contributions to the counseling and educational literature, as well as his early life influences, including that of Carl Rogers. Dr. Patterson's views on person-centered counseling and psychotherapy, based on Rogers' philosophy, are still widely debated. This chronicle of the life experiences of C.H. Patterson provides a context for understanding his support of the person-centered approach, as well as an insight into his significant life events. (JDM)

ED 435 880   CG 029 571

Souza, Katherine Zimmer; Do, Vinh The
Applications of Phenomenology in Transpersonal, Person-Centered, and Existential Counseling.
PUB DATE- 99
NOTE- 13p.; Paper presented at the National Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Counseling Effectiveness; Counseling Objectives; Counseling Psychology; *Counseling Theories; Counselor Client Relationship; Counselor Training; Existentialism; *Phenomenology
IDENTIFIERS- Person Centered Therapy

This article explains that the phenomenological approach in counseling began as a movement to counterbalance the influence of psychoanalysis in psychotherapy and counseling. Phenomenology is defined as the study of the world as we immediately experience it, pre-reflectively rather than as we conceptualize, categorize, or reflect on it. Through dialogue, we grasp the essence or common meaning of co-constructed lived experience. The counselor's understanding of the client is a shared experience brought about through such dialogue. Counseling approaches as they relate to phenomenology are discussed, including transpersonal, person-centered, and existential counseling. The article concludes that phenomenology differs from both positivism and post-modernism because it emphasizes the subjective meaning of each individual and the essence of human lived experience. Recommendations are provided for counselors, including being cautiously aware of their influence on the interaction between client/participant occupied areas came as a shock at the end of World War II. Teaching about the Holocaust in schools of social work provides educators and students with a contemporary situation where students can examine issues of social morality, consequences of war, and other types of sanctioned social violence. Students can examine global issues of social justice, ethic (nationalistic) hatred cycles, and religious tolerance. From research, social workers and psychotherapists can also learn about the psychosocial effects of severe trauma experienced by survivors of the Holocaust and the impacts to second and third generation children of survivors and children of perpetrators. (Contains 16 references.) (Author/MKA)

ED 435 900 CG 029 600

Spaniol, LeRoy
Implications of Recovering for Mental Health Systems and Programs.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mental Disorders; *Mental Health Programs; *Outcomes of Treatment; *Rehabilitation; *Research Needs; Schizophrenia
IDENTIFIERS- *Psychiatric Rehabilitation

This presentation outlines the implications of psychiatric disability recovery for mental health systems and programs. Schizophrenia and other serious psychiatric disabilities have been viewed as irreversible illnesses with increasing disability over time. Mental health program planning, policies, and practices have been developed and implemented to support this uncompromisingly negative view of the predicted outcome for people with psychiatric disability. Current research studies report that one-half to two-thirds of people with serious mental illness significantly recover over time. Because of this new and hopeful possibility of recovering, a shift in how systems, programs, and people assist people is required. The first recommendation made is that recovering and the values that support recovering must be strongly affirmed and explicitly identified in the mission statement of the system or program. Additionally, goals and services that support recovering should be identified and affirmed in the mission statement. Along with this, the principles that support the values, goals, and services should be identified and affirmed, as well as cautions in implementing recovering models. Finally, the provision of education and the support of qualitative and quantitative research efforts are essential in assisting people to deal with the barriers and to build in the facilitators. (GCP)

ED 435 901 CG 029 601

Gladding, Samuel T.
Family Counseling: Fantasies and Realities.
PUB DATE- 99
NOTE- 19p.; Paper presented at the All Ohio Counseling Conference (Columbus, OH, November 4, 1999).
LANGUAGE- English

Bachman, Jerald G.; Wadsworth, Katherine N.; O'Malley, Patrick M.; Johnston, Lloyd D.; Schulenberg, John E.
Smoking, Drinking, and Drug Use in Young Adulthood: The Impacts of New Freedoms and New Responsibilities. Research Monographs in Adolescence (RMA).
PUB DATE- 97
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Behavior Change; *Behavior Patterns; Behavioral Science Research; Cocaine; Cultural Context; Data Analysis; Data Interpretation; Developmental Stages; Drinking; *Drug Use; Environmental Influences; *High School Seniors; High Schools; *Illegal Drug Use; Late Adolescents; Marijuana; Marriage; *Multivariate Analysis; Questionnaires; Research Methodology; School Role; Smoking; Social Behavior; Sociocultural Patterns; Student Surveys; *Trend Analysis; Young Adults
IDENTIFIERS- Longitudinal Studies Program (NCES); Monitoring the Future

This book focuses on transitions into young adulthood by examining key roles and experiences of young adults and how they relate to changes in drug use. The findings are based on the nationwide Monitoring the Future project, and represent the majority of individuals who entered young adulthood in the United States during the years 1976 through 1994. Surveys have been conducted on them from their high school years on into their twenties and thirties. More than 33,000 participants have contributed data to this book. They have been questioned about their schooling, employment, living arrangements, marriages, pregnancies, parenthood, and divorces. Each of these aspects has then been examined for possible links with the use of tobacco, alcohol, marijuana, and cocaine. Many important differences among these drugs are documented. The impact of key role transitions on drug use was found to be much the same whether the transitions occur earlier or later in young adulthood. There are several experiences of young adulthood that seem to have the greatest impact on changes in drug use. Marital status and other aspects of living arrangements are especially important and findings suggest that marriage and pregnancy can lead to stopping or reducing the use of all four substances, which explains some of the "maturing out" or reduction in substance use among young adults in their early twenties. Other arrangements, such as leaving parents' homes and moving into dormitories or similar housing among other unrelated young adults can lead to increases in alcohol and other drug use; while life in the military leads to greater cigarette and alcohol consumption. Limitations of the study are discussed in detail in chapter three and in the extensive Appendix. The Appendix contains survey methods and procedures, multiple regression analysis, and guidelines for interpreting regression tables. (Contains 172 references, one appendix and 11 tables.) (JDM)

ED 435 923 CG 029 624

Johnston, Lloyd D.; O'Malley, Patrick M.; Schulenberg, John; Bachman, Jerald G.
The Aims and Objectives of the Monitoring the Future Study and Progress toward Fulfilling Them. Monitoring the Future Occasional Paper No. 34. Second Edition.
PUB DATE- 96

material is followed by current popular hit songs by Lauryn Hill, Dave Matthews Band, Everclear, Backstreet Boys, Alanis Morissette, and Tori Amos. Many musicians state how music and writing have given them alternative ways to deal with their feelings of rage. The Action Guide includes facts about violence and gives five ways adolescents can help take a stand against violence. These include using conflict resolution, mentoring or finding a role model, using artistic responses to violence, participating in youth crime watch, and advocating against acts of violence. (Contains 36 Web site resources.) (JDM)

ED 435 943   CG 029 647

Chassey, Richard A.
A Comparison of Moral Development of College Student Behavioral Offenders and Non-Offenders.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Campuses; *College Students; Colleges; Higher Education; *Moral Development; Moral Values; *On Campus Students; Research and Development; Student Adjustment; Student Attitudes; *Student Behavior; *Student Personnel Services; Value Judgment

This study compares the moral development of college students who have been involved in repeated behavioral offenses with those who have not. Sixteen female and 13 male students from a Southern research university participated by taking the Defining Issues Test. The paper reports that a significant difference in moral development was found between offenders and non-offenders. An analysis of responses appears to indicate the two groups of students are dealing with the same issues but from a very different cognitive perspective. The researchers find it likely that the nature and necessity of university policies are understood by students at a Conventional moral level, resulting in fewer policy violations. For students at a Pre-Conventional, egocentric moral level, it is reasonable to assume that policies would be viewed as an unnecessary restriction on one's free will. Policies would be violated more frequently, resulting in more Pre-Conventional level students involved in disciplinary cases. The paper concludes that more research is needed in this area given the amount of time spent on discipline by student affairs professionals. (Contains 17 references.) (JDM)

ED 435 944   CG 029 648

Smith, Lorraine; Sinclair, Kenneth E.
Stress and Learning in the Higher School Certificate.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Anxiety; Depression (Psychology); *Educational Certificates; Foreign Countries; High School Seniors; High Schools; Self Efficacy; Stress Variables; Student Attitudes; Student Reaction; Student Research; Student School Relationship
IDENTIFIERS- Australia (Sydney)

The paper reports the results of a study conducted in one Sydney

California Early Literacy Learning; Framework for California Early Literacy Learning; Extended Literacy Learning (ExLL) Framework; Training Model; CELL Implementation; What Participants Say; and Research. Includes 6 tables of data and 7 references. (RS)

ED 435 964 CS 013 741

Swartz, Stalney L.; Shook, Rebecca E.; Klein, Adria F.
California Early Literacy Learning: Extended Literacy Learning.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Education; *Emergent Literacy; *Faculty Development; Instructional Improvement; Program Implementation; *Reading Instruction; School Culture; *Writing Instruction
IDENTIFIERS- *California Early Literacy Learning

This 1999 technical report looks at California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL), professional development programs designed to help elementary teachers strengthen their teaching of reading and writing. It notes that research-based teaching methodologies have been organized into a framework for classroom instruction that stresses and encourages active participation from each child regardless of his or her current level of literacy acquisition. The report is divided into the following sections: Overview; CELL Framework ; ExLL Framework; Major Components of CELL and ExLL; Training Model; Research; Implementation; Collaborations and Partnerships; and Literacy Coordinators. Contains 9 tables of data and 154 references. (RS)

ED 435 965 CS 013 742

Assuring Competency in Reading: Resources for Reading Reform. Presentations Compiled from the Assuring Competency in Reading Advisory Conference (Vancouver, Washington, February 25-26, 1999).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Multiple Intelligences; Parent Student Relationship; *Reading Achievement; *Reading Comprehension; *Reading Programs; *Reading Strategies; *Reading Writing Relationship
IDENTIFIERS- *Reading Workshops; *State Reading Assessments

This publication on reading assessment and evaluation is an outgrowth of the "Assuring Competency in Reading Advisory Conference." It features abstracts, presentations, handouts, and activities from the conference. Following a short introduction, Section One, "Promising Practices", includes the following articles: "Tips for Parents About Reading" (Deborah Davis); "Reading Comprehension: The Middle School Dilemma" (Sonja Grove); "Learning to Read and Write: A Place to Start" (Rebecca Novick); "The Traits of an Effective Reader: A Framework for Addressing State Standards in Reading" (Lesley Thompson); "Using the Curriculum Inquiry Cycle to Improve teachers can promote intellectual autonomy in students by encouraging them to evaluate truth claims in text, and by viewing students as participants in creating knowledge rather than as depositories for pre-existing information. Contains 21 references. (NKA)

ED 435 985   CS 013 762

Sheets, Glen M.; Buyer, Linda S.
Examining the Effects of Shared Book Reading across Age-Groups.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Interest Research; *Parent Participation; Preschool Education; *Reading Instruction; *Reading Motivation; Reading Research
IDENTIFIERS- *Shared Book Experience; T Test

A study investigated whether increasing the motivation/interest for children and their families to engage in more frequent and higher quality shared book reading interactions will significantly increase the vocabulary and reading/reading readiness abilities of school-aged and preschool children. Subjects were 30 preschool and 30 school-aged children and their families from Kankakee County, Illinois, who signed up for the research (57 completed the study). They were divided into treatment groups and control groups for each age level and location--Kankakee and Bourbonnais. Children were pretested; t-tests were conducted, and test scores were not found to be significantly different for each group. Treatment group children were located at Kankakee, and control group children were located at Bourbonnais. Parents kept a running record on forms provided of how many books they read with their children during the program's period. Re-reading was allowed, and each reading counted as a separate event on the list. Parents in the two treatment groups were given a "Book Reading Suggestions" sheet with eight ways to improve book reading quality, and whether parents followed these suggestions was monitored. The most books read by any family was 56; the median number of books read was 29. Findings suggest that receptive vocabulary and reading ability appear to develop along separate lines. The "folk wisdom" effects of shared book reading upon the development of either vocabulary or reading ability were not found. (Contains 60 references, and 2 tables of data and a figure; appendixes with definitions, abbreviations, and parent questionnaires are attached.) (NKA)

ED 435 986   CS 013 765

Stoicheva, Mila
Balanced Reading Instruction. ERIC Digest D144.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; *Beginning Reading; Phonics; Primary Education; *Reading Instruction; *State Standards; Whole Language Approach

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Critical Thinking; Definitions; Elementary Secondary Education; Evaluation Methods; *Problem Solving; Questioning Techniques; Student Evaluation; *Thinking Skills
IDENTIFIERS- ERIC Digests; *Reflective Thinking

This digest concerns itself with the origin of reflective thought, the application of theories about reflective thought to classrooms, conflicts and issues, and a synthesis of the essential ideas. Sections of the Digest address origin of the idea of reflective thought, definitions of reflective thinking, questioning strategies, how to generate problems, examples of problem-setting in a first-grade or kindergarten classroom, and evaluation of reflective skills. (RS)

ED 436 008 CS 216 946

Tu, Wei
Using Literature To Help Children Cope with Problems. ERIC Digest D148.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Death; Disabilities; Divorce; Elementary Education; Emotional Problems; Natural Disasters; *Problem Solving; *Reading Material Selection; Social Problems; Violence
IDENTIFIERS- ERIC Digests

Suggesting that using children's literature as a tool for problem solving is a meaningful way for teachers to understand and help children with problems, this Digest claims that through the exploration of stories, discussion, and reflections on their own experiences, children can begin to perceive the complexities of the world in which they live. It offers suggested criteria for selecting literature to help children cope with problems; guidelines for using literature to help children cope with problems; resources for materials selection; and selected annotated bibliographies (on death, disabilities and illness, disaster, separation and divorce of parents, and violence). (RS)

ED 436 009 CS 216 947

Lu, Mei-Yu
Online Resources for K-12 Teachers: Children's and Adolescent Literature. ERIC Digest D149.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Secondary Education; *Internet; Language Arts; Lesson Plans; Professional Development
IDENTIFIERS- ERIC Digests

text is divided into three sections. The first section provides a conceptual overview of the different issues involved in designing, implementing, and evaluating school-based funding policies. Its three chapters discuss a framework for thinking about how financial decision making might be defined, outline the complexities in delegating more fiscal authority to school sites, and detail how efficiency should be measured in K-12 education. The three chapters in section 2 describe school-based financing systems in English-speaking democracies around the world. This section outlines issues that arose in the early years of the implementation of school-finance reform, the experiences of Victoria, Australia, with school-based financing, and how one school system managed the delegation of significant management and budgetary authority. The book concludes with a look at how schools, school districts, and states in the United States allocate and use financial resources. School-based funding formulas in five large districts in North America, the emergence of performance-based budgeting, and how reforming schools actually use educational dollars are discussed in this section. (Includes an index.) (RJM)

ED 436 031   EA 030 140

Day, David R.
Environmental Law: Fundamentals for Schools.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; *Hazardous Materials; *Legal Responsibility; *Physical Environment; School Law; *School Policy; School Safety

This booklet outlines the environmental problems most likely to arise in schools. An overview provides a fundamental analysis of environmental issues rather than comprehensive analysis and advice. The text examines the concerns that surround superfund cleanups, focusing on the legal framework, and furnishes some practical pointers, such as what to do if the school district is identified as a potentially responsible party. The document discusses ways to minimize future superfund liability in real-estate acquisitions, the identification of hazardous waste produced by schools, and definitions for "hazardous substance" and "environmental damage." Strategies for handling underground storage tanks and dangers within the school, such as asbestos, radon, lead, and other toxic substances are also detailed. An entire chapter is devoted to toxic torts and the unique proof problems that must be addressed in such cases. Information on the prevention of and response to environmental crises, such as those precipitated by construction and maintenance activities, are also addressed. The last chapter provides an environmental check list so that lawyers and administrators can check their compliance with applicable environmental laws and assess their preparedness for an environmental crisis. (RJM)

ED 436 032   EC 305 774

Blake, Ellen M., Comp.; Prouty, Robert W., Comp.; Lakin, K. Charlie
Reinventing Quality: 1995 Sourcebook of Innovative Programs for

rapid approach based on a specific closure date; (2) catalysts for change were primarily internal to the organization and in most cases multiple catalysts influenced the start of the change process; (3) leadership for the change process came from several different directions; (4) organizations which were successful in a change process had a strong culture that emphasized qualities like openness to risk taking, continuous evaluation and improvement of services, and clear and unwavering vision; and (5) organizations that are currently engaged in an organizational change process need to be careful to focus on a clear goal and not be distracted by the change process. Twelve recommendations are offered for organizations (e.g., invest in engaging and communicating with stakeholder groups) and five recommendations for external stakeholders (e.g., seek a place at the table during change planning). (DB)

ED 436 051 EC 307 514

Fesko, Sheila Lynch
Working It Out: Workplace Experiences of Individuals with HIV and Individuals with Cancer.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Cancer; *Disclosure; *Employee Attitudes; *Employer Attitudes; Interviews; Quality of Working Life; *Special Health Problems

Thirty-two individuals with cancer or HIV (human immunodeficiency virus) were interviewed concerning their employment related experiences and concerns. Findings indicated that the decision to tell their supervisor and/or co-workers about their health status varied substantially between individuals with HIV and those with cancer. All study participants with cancer disclosed to their employer and co-workers whereas only a third of those with HIV infection told everyone in their workplace. Most of the individuals interviewed experienced a range of reactions from people at work but most reactions were reported to be positive and supportive. More individuals with HIV infection than cancer reported examples of negative or unpleasant experiences in their interactions with others. Sixty-four percent of individuals with cancer reported receiving accommodations on their job, as compared to 50 percent of people who were HIV positive. Despite similarities in the symptoms they experienced, the manifestation of these two illnesses was described differently by participants. Strategies are suggested for individuals concerning the decision to disclose, the disclosure strategy, requesting accommodations, and rights and resources. (DB)

ED 436 052 EC 307 515

Connecticut Birth to Three System. Service Guideline 5: Young Children Who Are Hard of Hearing or Deaf: Intervention Guidance for Service Providers and Families.
SPONS. AGENCY- Connecticut State Dept. of Mental Retardation, Hartford.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English

This guide is designed to provide teachers in King County, Washington, with a single resource for much of the information needed to help students with disabilities transition from school to adult life and to make informed employment decisions. It begins by providing an overview of federal and state regulations that affect students with disabilities during the transition from school to work. The guide describes two state agencies that help students with disabilities with the transition: the Division of Vocational Rehabilitation and the Division of Developmental Disabilities. The King County Developmental Disabilities Division and its functions are highlighted, including employment services in specialized industries, group supported employment, and individual supported employment. Community access services and special projects are highlighted. The Job Coach Model which provides job development, on the job training, long term follow-up, and replacement services in King County, is discussed. Quality indicators for supported employment vendors are listed and selection criteria for choosing a vendor is provided. The guide closes with a list of King County Developmental Disabilities Division Adult Services Contract Agencies. Attachments include a proposed plan for transition from school to adult life and a sample service delivery outcome plan. (CR)

ED 436 070 EC 307 534

Temblin, Mary; Haring, Kathryn A.
Vanishing Hopes and Dreams: Which Comes First? Addictions or Problems.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Alcoholism; Delivery Systems; *Education Work Relationship; *Employment; Family Characteristics; Illegal Drug Use; Integrated Services; *Learning Disabilities; Secondary Education; Socioeconomic Status; *Substance Abuse; Teacher Collaboration; *Transitional Programs; Vocational Rehabilitation; Young Adults

This paper discusses the increasing number of teenagers who are dually diagnosed with both learning disabilities and substance abuse and are not receiving appropriate treatment to deal with their special needs. It reports the outcomes of a phenomenological analysis of six young adults who discussed their problems with drug and alcohol abuse, unemployment or underemployment, their dreams of success, and their worries about the future. The participants came from a variety of familial backgrounds with varying socioeconomic status and had experienced stressful events and catastrophic life happenings. Each individual continues to struggle with problems with alcohol and drug addiction and with living with a disability. The report concludes that: (1) for transition to be successful for students with learning disabilities, personnel involved with the process must collaborate and understand the other's role within the model program; (2) vocational training emphasis should be placed on enhancing skills learned by students; and (3) it is critical for the schools to adapt their programs of study to guarantee that every student who enters the school will leave that school with employable skills. (Contains 44 references.) (CR)

ED 436 071 EC 307 798

provides teachers and teacher educators with an understanding of how mainstream science instruction can be designed and implemented to enhance academic achievement for these students. Research for this report included an extensive search of various databases and World Wide Web sites; analysis of the national content standards documents for science and three other core areas; site visits to a suburban high school that used a team teaching approach to working with English language learners enrolled in mainstream classes; and personal interviews with education faculty at George Washington University who are responsible for preparing preservice teachers for secondary level mainstream instruction. After an introduction, the first section discusses National Science Education Standards and the English language learner, focusing on: involving students in scientific inquiry; advocating for a less is more curriculum; teaching the language of science; making oral and written language comprehensible; teaching problem solving and learning strategies; using appropriate assessment; and using a three-tiered approach to science instruction for English language learners. The second section discusses the preparation of mainstream teachers to work with English language learner students. (Contains 38 references.) (SM)

ED 436 092　　　　FL 026 066

Huebner, Thom, Ed.; Davis, Kathryn A., Ed.
Sociopolitical Perspectives on Language Policy and Planning in the USA. Studies in Bilingualism, Volume 16.
PUB DATE- 99
NOTE- 365p.; "With assistance from Joseph Lo Bianco."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Influences; Deaf Interpreting; Diversity (Student); Educational Legislation; Elementary Secondary Education; English Only Movement; Equal Education; Federal Legislation; Hawaiian; Higher Education; Indigenous Populations; Language Attitudes; Language Maintenance; *Language Planning; Language Variation; Mexican American Education; Mexican Americans; Multilingualism; Official Languages; Pidgins; *Political Influences; Reading Instruction; Sex Discrimination; Sign Language; Social Dialects; *Social Influences; Social Networks
IDENTIFIERS- Arizona; Florida; Hawaii; *Language Policy; Praxis; Puerto Rico

This monograph includes a collection of papers that are an outgrowth of a colloquium on socio-political dimensions of language policy and language planning held at the 1997 American Association of Applied Linguistics Conference. Section 1, "Language Policy/Planning Frameworks," includes: (1) "Sociopolitical Perspectives on Language Policy, Politics, and Praxis" (Thom Huebner); (2) "Comparative Historical Analysis of U.S. Language Policy and Language Planning: Extending the Foundations" (Terrence G. Wiley); (3) "The Language of Policy: What Sort of Policy Making Is the Officialization of English in the United States?" (Joseph Lo Bianco); (4) "The Sociopolitical Dynamics of Indigenous Language Maintenance and Loss: A Framework for Language Policy and Planning" (Kathryn A. Davis); and (5) "Culture, Discourse, and Indigenous Epistemology: Transcending Current Models in Language Planning and Policy" (Karen A. Watson-Gegeo and David W. Gegeo). Section 2, "Policy and Politics," includes: (6) "Looking at Federal Education Legislation from a Language Policy/Planning Perspective" (Donna liquor. A 1993 nationwide study of almost 18,000 college students revealed that 44% were binge drinkers. The strongest predictor for binge drinking was living in a sorority or fraternity house; 80% of sorority women and 86% of fraternity men living in Greek housing were binge drinkers. Wechsler has created a 12-step program for institutions to address the alcohol problem on their campuses. Northern Illinois University has used a social influence campaign to curb binge drinking on its campus. (JM)

ED 436 111 IR 019 734

Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, Tennessee, March 28-30, 1999).
PUB DATE- 99
NOTE- 160p.; For individual conference papers, see IR 019 735-750.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Delivery Systems; Distance Education; Educational Practices; *Educational Technology; Elementary Secondary Education; Faculty Development; Multimedia Instruction; Postsecondary Education; Teaching Methods; *World Wide Web
IDENTIFIERS- Course Development; Knowledge Acquisition; Technology Integration; *Technology Utilization

This proceedings contains papers that address the following topics related to educational technology: (1) alternative course delivery, including planning and implementing a World Wide Web-based education program, describing an interstate collaborative approach to Web-based instruction, moving Web-based courses to the next level, and putting real lectures on the Web; (2) beyond knowledge acquisition, including hypermediated learning environments and multimedia instructional program for youths with chronic illness; (3) pedagogy and technology integration, including electronic conferencing, JavaScript interactivity for the class Web page, and using a word processor to put math symbols on the home page; (4) best practices, including assessing the impact of technology on teaching and learning, classroom assessment techniques designed for technology, copyright in the academic environment, effective use of audio in multimedia presentations, a satellite outreach program for rural K-12 schools, Web site enhancement of traditional pedagogy, and online student performance in subsequent campus-based courses; (5) faculty development and facilities design, including establishing a faculty development center, faculty collaboration on multidisciplinary Web-based education, a survey of instructors of Web courses, and the course development process; and (6) looking ahead, including technology for preservice teachers and implications of the globalization of higher education. A summary of a workshop on getting started with multimedia is also included. (MES)

ED 436 112 IR 019 735

Dominguez, Paula Szulc; Alexander, Suzanne
Getting from There to Here: How To (Successfully) Go from Planning to Implementing a Web-Based Education Program.
PUB DATE- 99
NOTE- 8p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English

Student Surveys; Teaching Methods
IDENTIFIERS- *Learning Environment; *Student Expectations

This paper provides an overview of the IT (Instructional Technology) Clinical graduate course at Virginia Tech and compares the perceived reality of the Clinical experience, in terms of benefits and concerns, with students' initial expectations. The paper begins with a discussion of the IT Clinical plan, the sociology of the learning environment (e.g., situated learning, community of practice, intrinsic motivation, and cooperation), methods for developing expertise (e.g., modeling, coaching, scaffolding, reflection, articulation, and exploration), content knowledge necessary for expertise, and sequencing of learning activities. Data collection is then described: open-ended questionnaires were used to gather data from students enrolled in a professional development seminar (n=27) about expectations of the Clinical experience; quantitative and qualitative data were gathered from students in two IT Clinical courses after fourteen weeks (n=10), representing the reality of the Clinical experience. Expectations and realities are examined related to peer interactions, faculty interactions, client interactions, task scope, personal/professional resources, professional development, and personal development. Responses to open-ended questions are discussed and illustrated with student comments around two general themes--client relations, and the benefits of the experience within the context of the characteristics of a cognitive apprenticeship learning environment. It is concluded that an environment conducive to apprenticeship learning was successfully established. (MES)

ED 436 131 IR 019 756

Dwyer, Francis M.; Moore, David M.
A Review of Color Coding and Field Dependence Research.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Comparative Analysis; *Field Dependence Independence; Higher Education; *Illustrations; *Instructional Effectiveness; Instructional Materials; Interaction; Intermode Differences; Learning Processes; Scores; Student Educational Objectives; *Test Format
IDENTIFIERS- *Color Coding

The purpose of several studies was to examine the effects that differentially coded (black and white or color) illustrations had on students who were classified as field independent, field neutral, and field dependent on tests measuring different educational objectives. The effects of visual and verbal test formats were also examined. In general, results reveal an insignificant interaction between coding type and level of field dependence. However, field dependency was found to be an important instructional variable, and, for some types of learning objectives, the process of color coding instructional materials may reduce achievement differences attributed to differences in cognitive style. Unexpectedly, students who received verbal tests across all field dependence levels achieved significantly higher mean scores than did those who received the visual test formats. (Author/MES)

DESCRIPTORS- *Access to Education; Access to Information; *Accessibility (For Disabled); Computer Assisted Instruction; Computer Software Development; *Courseware; Design Preferences; *Disabilities; Focus Groups; Higher Education; Instructional Design; Interviews; Use Studies; *World Wide Web
IDENTIFIERS- *Learning Environments; Web Sites

This paper presents the methods and results of a year-long evaluation study, conducted for the purpose of determining disability accessibility barriers and potential solutions for those barriers found in four World Wide Web-based learning environments. The primary questions used to frame the evaluation study were: (1) Are there any features of the specific Web-based courseware package (learning environment) that are difficult to access by persons with disabilities? (2) What are the ways in which accessibility might be improved for the Web-based courseware? (3) Are there any standard HTML features of many Web pages in general that are difficult to access by persons with disabilities? and (4) What tools are available for checking accessibility for future revisions of the Web-based courseware? Subjects were 11 university students with disabilities. The methods outlined include computer-based analysis tools, computer-facilitated focus groups, and focused individual interviews. Common limitations and suggested solutions are discussed in the following areas: lack of alternative text for images, imagemap hotspots, and applets; forms usage; frames usage; graphical icons; tables usage; and browser-specific code. Additionally, the paper includes URLs (Uniform Resource Locators) for several Web resources on accessibility, including a site created by the author based on the results of the evaluation study. (MES)

ED 436 152 IR 019 777

Koroghlanian, Carol M.; Sullivan, Howard J.
The Use of Audio in Computer-Based Instruction.
PUB DATE- 99
NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Audiovisual Instruction; *Auditory Stimuli; Comparative Analysis; *Computer Assisted Instruction; Computer Literacy; *Courseware; Design Preferences; Higher Education; *Instructional Design; *Instructional Effectiveness; Intermode Differences; Sex Differences; Student Attitudes; Tables (Data); Text Structure; Time on Task
IDENTIFIERS- *Text Density

This study investigated the effects of audio and text density on the achievement, time-in-program, and attitudes of 134 undergraduates. Data concerning the subjects' preexisting computer skills and experience, as well as demographic information, were also collected. The instruction in visual design principles was delivered by computer and included numerous illustrations. Subjects were randomly assigned to one of three presentation versions of the instruction: text only, full text-full audio, or lean text-full audio. No significant difference in achievement was found for the three treatment groups; however, significant differences in achievement were found for sex (females achieving more than males) and self-fifth and sixth graders; and (6) the "Decision Making" mathematics unit designed for use in seventh grade. The following three design principles for nurturance of critical thinking dispositions are presented: development of attitude strength takes time; students need to have a stake in their learning; and multiple perspectives on problem solving are built into the design. Two tables list critical thinking components in "Rescue at Boone's Meadow" and "Decision Making." (Contains 32 references.) (MES)

ED 436 171 IR 019 796

Harmon, Stephen W.; Jones, Marshall G.
Planning and Implementing Web-Based Instruction: Tools for Decision Analysis.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Decision Making; *Distance Education; Evaluation Criteria; higher Education; Instructional Design; *Instructional Development; World Wide Web
IDENTIFIERS- *Course Development; Decision Analysis

This paper discusses issues and factors involved in making decisions on whether to use World Wide Web-based instruction. Five levels of Web-based instruction (no Web use, informational, supplemental, essential, communal, or immersive Web use) are discussed, and the following factors are identified to consider before making the decision to put classes online: (1) distance, i.e., the geographical proximity of the instructor and students; (2) stability of material; (3) need for multimedia; (4) need for student tracking, i.e., the desirability and degree of accounting for student interaction with and progress through the course; (5) number of students; (6) amount of interaction needed; (7) social pressures; (8) need for online references; (9) infrastructure and technical support; (10) comfort levels; and (11) access to the Internet and equipment. (MES)

ED 436 172 IR 019 797

Boling, Elizabeth; Ma, Guoping; Tao, Chia-Wen; Askun, Cengiz; Green, Tim; Frick, Theodore; Schaumburg, Heike
Screen Miniatures as Icons for Backward Navigation in Content-Based Software.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753. For previous study, see EJ 552 563.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Graphics; *Computer Interfaces; Computer Software Development; Courseware; Design Preferences; Error Patterns; *Hypermedia; Multimedia Materials;

Library Personnel; Library Services; Program Development; *School Libraries

Focusing on successful management of the school library media center (SLMC) as a system, this latest edition of an authoritative work addresses and integrates the many trends and developments of the past decade while maintaining the vision of the SLMC as the nerve center of the media system--a network of services oriented to the educational program of the school. Contents are divided into three parts. Part 1, "A Management Framework," describes the impact of global forces and the school district on the development and operation of the media center. It also contains a new section that examines the technical and human side of management and a discussion of how the library functions as an information superhighway. Part 2, "Program Activities," explores the library's programmatic activities within the context of its goals. Supportive services offered by the SLMC to students and teachers include guidance and consultant services, instruction and in-service, media production, and curriculum development and improvement. Part 3, "Resources of the LMC," addresses the nature, quality, and quantity of resources available to support programmatic endeavors--personnel, media, technology, facilities, and funds. The ability to access external resources is presented as an integral part of the scenario. Throughout the text, management skills are emphasized. The format of the book has been revised, references have been updated, and current trends in the field have been added. As with previous editions, this book is intended to provide a framework for extensive exploration of literature (print or electronic) and the practical, face-to-face interaction with the realities of managing a school library media center. Part 4, "Appendixes" includes: (A) LearningPac: Using the Electronic Catalog; (B) Glossary of Selected Internet Terms. (Contains subject index and author/title index.) (AEF)

ED 436 190 IR 057 558

Lay, Teresa M.
E-mail Reference in Ohio Public Libraries.
PUB DATE- 99
NOTE- 32p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Electronic Mail; Library Automation; Library Networks; *Library Services; Library Surveys; *Public Libraries; Publicity; Questionnaires; *Reference Services; State Surveys; Tables (Data); World Wide Web
IDENTIFIERS- Ohio; Web Sites

E-mail reference services in Ohio public libraries was studied using the survey method in January 1999. Through the Ohio Public Library Information Network (OPLIN), the researcher identified 94 Ohio public libraries that have World Wide Web pages that host an e-mail address as a contact method. Fifty-nine questionnaires were returned, resulting in a response rate of 63%. Of these respondents, 88.1% were libraries with collections under 550,000 volumes. While an increase in e-mail was noted by most participants, 52.5% of the respondents estimated that reference questions from patrons via e-mail are less than 25% of the library's total e-mail. Publicity of e-mail reference is not significant, with 71.2% of the respondents stating that their respective libraries have not advertised this option for reference service. A copy of the on some campuses, outnumbers full-time. Chapter six examines the reason for teachers: students. Chapter seven looks at the administration of the schools. Finally, chapter eight attempts to put on the table a few ideas that will help us move toward solutions. From the perspective of a teacher that enjoys being part of a community college, this is a book that constructively critiques the two-year institution as it now exists. Contains 76 references. (UWC)

ED 436 210 JC 000 026

Kapi'olani Community College Report on the Results of the 1999 Current Student Survey.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; College Outcomes Assessment; Community Colleges; *Educational Quality; *Institutional Evaluation; Questionnaires; Student Attitudes; *Student College Relationship; Student Needs; *Student Reaction; *Student Surveys; Student Welfare; Tables (Data); Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

The Current Student Survey was administered in October 1999 to 659 students. Relationships with the instructor, other students, and the counselors were among those aspects that received the highest ratings, along with a number of items dealing with the quality of instruction and knowledge received. Student Congress and its sponsored activities were prominently classified as the least satisfactory aspect of the institution. Half of the students did not know of the availability of workshops. Every aspect of the institution measured in this survey was rated above average. Food Service and Health majors provided more favorable responses than students in other majors, and Liberal Arts students provided the least favorable responses. No specific satisfaction trend was observed as a function of the length of time at the College, but native English speakers reported significantly higher satisfaction than non-native speakers did. Academic Support and Services ranked highest in this survey, while the Overall category ranked lowest. Items with the highest level of satisfaction over the nine-year period dealt with the Climate and with instruction. All items with the lowest levels of satisfaction during the same period dealt exclusively with Student Congress. Appended in this report are the Survey Form, Statistics, and Respondents' Comments. (UWC)

ED 436 211 JC 000 027

Follow-up Study of Fiscal Year 1998 Occupational Program Graduates, 1999.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Community Colleges; Educational Assessment; Educational Quality; *Job Training; *Outcomes of Education; Program Development; Program Effectiveness; *Program

to teach others about their home countries, and the Reading Recovery project and how it has fostered collaboration between schools and universities. (HTH)

ED 436 229   PS 027 495

Hays, Cynthia E.; Lovejoy, M. Christine
Impulsivity and Its Relationship to Aggression, Social Cognition, and Peer Status.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aggression; *Behavior Problems; *Children; Males; *Peer Relationship; Predictor Variables; *Social Cognition; Structural Equation Models
IDENTIFIERS- Externalization; *Impulsiveness

Noting that current conceptualizations of children's externalizing behavior problems suggest that impulsivity underlies diverse behavior problems and may contribute to peer rejection, this study examined the association between impulsivity and peer status. The study also assessed the unique contribution of aggression and impulsivity in predicting peer status, and examined mechanisms through which externalizing behaviors and peer status were linked. Participating in the study were 200 second- and fifth-grade boys, their parents, and their teachers from rural Midwestern communities. Data on impulsivity, aggression, social cognition, and peer status were obtained from multiple methods (questionnaires, interviews) and sources (student, peer, parent, teacher), and were analyzed using structural equation modeling. Findings suggested that the organization and differentiation of externalizing behaviors change over childhood. Impulsivity and aggression could not be differentiated in second-grade boys. By fifth grade, the boundaries between these traits were more delineated and were differentially associated with peer relationships. The association between aggression and peer relationship could be accounted for largely by impulsivity, suggesting that impulsivity may have a greater influence on peer relationships than aggression and supporting the importance of impulsivity as a potential organizing factor in understanding externalizing behaviors. Findings also suggested that social problem-solving ability had little impact on the relationship between impulsivity and peer status. Although social cognitive ability mediated the relationship between aggression and peer status, it did so only when impulsivity was not included in the model, suggesting that the mechanisms leading to problematic peer relationships may be different for impulsivity and aggression. (Contains 14 references.) (KB)

ED 436 230   PS 027 505

Foley, Elizabeth J.; Berch, Daniel B.
Assessing Relational Complexity in Hierarchical Reasoning: A Dual-Task Approach.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English

provide demographic demand indices for child care services. The number of preschool-age children are derived from the Bureau's mid-year population estimates in conjunction with labor force data from the Current Population Survey (CPS). Relating these business indicators with demographic demand indices for child care can help demonstrate the potential unmet need for child care among the different states. In addition, estimates of the proportion of preschoolers reported to be in organized child care settings from the Survey of Income and Program Participation (SIPP) are used to illustrate the relative children/child care employee ratios throughout the United States for this period. (Author/EV)

ED 436 247 PS 028 046

Heffernnnon, Rick; Sandler, Linda
Phoenix Early Head Start: Twelve Family Stories, Year Two.
SPONS. AGENCY- Southwest Human Development, Inc., Phoenix, AZ.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Case Studies; *Early Parenthood; Family Programs; *Interviews; *Parent Attitudes; Program Effectiveness
IDENTIFIERS- Arizona (Phoenix); *Early Head Start

Phoenix Early Head Start (EHS) is a program for first-time teen parents and their families. It is a family-centered program intended to provide early, continuous, intensive, and comprehensive child development and family support services for vulnerable families and their very young children. This report presents case studies of 12 families, all EHS participants, who agreed to be followed throughout their participation in the program so that their stories could be updated as they unfolded from one year to the next. The case study families were interviewed for the first time in August 1997 and again in August 1998. Common themes in the family's stories regarding EHS's role include: (1) assistance from caring staff; (2) reassurance from home visits and child development; (3) help in becoming good parents; (4) help with personal goals; (5) help with daily life; and (6) socialization opportunities for children and parents. (EV)

ED 436 248 PS 028 047

Honig, Alice Sterling
Parent Involvement in the Early Years.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Parent Involvement Preconference luncheon for the Children's Forum (St. Petersburg, FL, October 19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; *Child Rearing; Discipline; *Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; *Parenting Skills; Parents; Parents as Teachers; Young Children

NPIN and the ERIC Clearinghouse on Elementary and Early Childhood Education, as well as other resources. (KB)

ED 436 266 PS 028 102

Oshinsky, Carole J., Ed.
News & Issues, 1999.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; Child Advocacy; *Child Welfare; Day Care; Educational Attainment; Employed Parents; Fathers; Foster Care; Low Income Groups; Newsletters; Parent Background; Parent Child Relationship; Parents; Periodicals; *Poverty; *Public Policy; State Programs; *Young Children
IDENTIFIERS- Kinship Foster Care; National Center for Children in Poverty; Welfare Reform

This publication is comprised of the two 1999 issues of "News and Issues," a newsletter devoted to identifying and promoting strategies to reduce the young child poverty rate, and to improve the life chances of children still living in poverty. The Winter/Spring issue includes the following articles: (1) "Innovative Strategies Help Families Cope with Welfare Changes"; (2) "Programs Spotlight 'Kith and Kin' Child Caregivers, Move beyond Misconceptions"; and (3) "Putting Poor Children before Politics." The Summer issue includes the following articles: (1) "States Lag in Promoting Responsible Dads as Social Norm"; (2) "High School Diploma, Working Parents, Little Protection against Young Child Poverty"; (3) "Investing the Surplus: An Opportunity To Reduce Child Poverty"; (4) "Demand for Child Care Vouchers Grows as Welfare Caseloads Decline"; (5) "NCCP's First Symposium on Public Policy Challenges U.S. To Fight Child Poverty, Marks Center's 10th Year"; and (6) "New Advisors Bring Diverse Expertise to NCCP." Regular features in each issue include current activities of the National Center for Children in Poverty, information on recent publications recommended for program administrators and policy makers, and information on publications available from the National Center for Children in Poverty. (KB)

ED 436 267 PS 028 105

Early Childhood Education. Measuring Up: The State of Texas Education. A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 7p.; For a related report in the Measuring Up series, see PS 028 106.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counties; *Day Care; *Early Childhood Education; Educational Quality; *Enrollment; Low Income Groups; Poverty; State Programs; Young Children
IDENTIFIERS- Availability (Programs and Services); Day Care Quality; Program Characteristics; *Texas

Based on the premise that the earliest years of a child's life are key to predicting ultimate success in school and life, this during the last 20 years, there are few studies examining the role of self-evaluative emotions such as pride and guilt as consequences of and motivations for helping others. This study examined how children attribute pride and guilt for actions germane to the moral or competence domain. Participating were 95 five- to nine-year-olds from a public and a Catholic parochial school. The children were individually presented a story in which a protagonist experienced two successes, one in a moral domain and the other in a competence domain, or two failures. A foil event was presented that was congruent with an emotion opposite the one appropriate for the purposeful successes/failures. Children were asked how the protagonist felt about himself/herself and what made the protagonist feel that way. Loglinear analyses were performed with the following factors: protagonist outcome (success versus failure), child age (below versus above 7 years), and school (public versus parochial). Dependent variables were appropriate emotional identification and moral domain identification. The findings indicated that older children were more likely than younger ones to identify the appropriate emotion and identify the moral domain. The appropriate emotion was more likely to be identified following the protagonist's failures versus successes. The moral domain was more likely to be identified following the protagonist's failures than successes. Parochial school children tended to perform at a more sophisticated level in identifying an emotion appropriate for failure in a moral domain, and less sophisticated in identifying emotion appropriate for success in a moral domain. (KB)

ED 436 286   PS 028 137

Lee, Christine Kim-Eng; Chew, Joy; Ng, Maureen; Hing, Tey Sau
Teachers' Use of Cooperative Learning in Their Classrooms: Case Studies of Four Elementary School Teachers.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; *Cooperative Learning; Elementary Education; *Elementary School Teachers; Foreign Countries; Instructional Effectiveness; Instructional Innovation; Interviews; Journal Writing; Motivation; Observation; Professional Development; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Singapore; Teacher Journals

Four teachers at a Singapore Catholic elementary school implemented cooperative learning over a period of a year. The teachers received inservice training on cooperative learning and worked closely with a university research team as they implemented cooperative learning for social studies and other subjects. The teachers were subsequently interviewed in the middle and at the end of the project and observed three times in their classrooms. Teachers also maintained a journal regarding their experiences. Four major themes were identified within the four case studies: (1) the teachers' motivation for adopting cooperative learning in the classroom; (2) the concerns and difficulties faced by teachers; (3) the effects of this innovation on their pupils' learning; and (4) how the use of cooperative learning affected each teacher's own

Queensland: Education in Prisons and the Issue of the Family" (Deidre Hyslop); "Making Choices: A Look at a Working Model of Best Practice in VET (Vocational Education and Training) at Malmsbury Juvenile Justice Centre" (Jodi Henderson); "Working with the Education Needs of Juvenile Offenders in a Community Context" (Melanie Zan); "The Role of the Employment Access Program within the Juvenile Justice System" (Jennifer Jones); "Early Intervention Education Strategies for At-Risk Students: What Is Best Practice?" (Paul Brown); "The Change of Family Relations and Criminal Offences of Teenagers" (Zheng Jian); "Reducing Juvenile Delinquency Mainly by Taking Preventive Measures" (Chu Chenglin); "Delinquency and Its Prevention in China" (Guo Xiang); and "Pathways Planning in Vocational Education and Training for Adults and Juveniles in Custody: The Victorian Model" (Ken Penaluna). Also included are the following documents: "Vocational Education and Training for People in Custody: Framework for a National Strategy"; "Report of the IFEPS (International Forum on Education in Penal Systems) General Meeting Held at the Conference in Adelaide on April 6, 1998"; "President's Report"; and "IFEPS 1998 Conference Resolutions." (MN)

ED 435 804   CE 079 335

Ries, Eric, Ed.
The Dog Did It! And Other Classroom Stories from Vocational Educators.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Vocational Education; Classroom Techniques; Educational Attitudes; Poetry; Postsecondary Education; Secondary Education; *Student Attitudes; *Teacher Attitudes; Teacher Morale; *Vocational Education Teachers

This book contains 28 short anecdotes, stories, poems, student accounts and inspirational items from vocational teachers and students. The items are grouped under the following headings: (1) "The Dog Did It!"; (2) "Sources of Inspiration"; (3) "Student Successes"; (4) "In Their Own Words"; (5) "Life in the Classroom"; and (6) "The Poets' Corner." These pieces provide humor, inspiration, and advice for teachers from teachers on daily life in the vocational education classroom. (KC)

ED 435 805   CE 079 336

Smith, Clifton L.; Edmunds, Niel A.
Career and Technical Educator's Survival Guide. Revised Edition.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Career Education; Career Guidance; Community Relations; Competence; *Counseling Techniques; Education Work Relationship; *Faculty Advisers; Guidelines; Integrated Curriculum; National Organizations; Postsecondary Education; Professional Associations; Professional Development; Program Development; Program Evaluation; Program Improvement; Public Relations;

DESCRIPTORS- *Computer Assisted Manufacturing; *Employment Patterns; *Job Skills; Labor Force; Modernization; *Skilled Workers; *Technological Advancement; Technology Transfer

A study addressed the effects of technological change using a new, rich source of firm-level data on technology usage and labor force composition. The empirical investigation is based on a survey of Long Island manufacturers' usage of computer-integrated manufacturing systems (CIMS) or advanced manufacturing technologies (AMTs). The study also explored whether changes in human resource management policies that enhance employee empowerment arise in the aftermath of technological change. Some of the key findings of the study are the following: (1) technological change is associated with downsizing and a shift in labor composition in favor of workers with higher levels of education; (2) the probability of technology adoption is uncorrelated with the age of the firm but is positively associated with firm size, research and development intensity, and previous technology adoptions; (3) recomposition in favor of more highly educated workers appears to be most strongly associated with integrated AMTs; (4) new technologies lead to greater empowerment for workers, where empowerment is defined as training of existing personnel, changing job responsibilities, creating new jobs and career opportunities, and increasing the extent of employee control; and (5) two major obstacles to additional investment in new technology include difficulties in quantifying the benefits from technological investments and the high cost of customizing software to fit company needs. The survey questionnaire is appended. (Contains 16 tables, 130 references, an author index, and a subject index.) (KC)

ED 435 823 CE 079 370

Mingle, Mary E. H.
Strategies for the 21st Century: Integrating Technology into the ABLE Environment.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; *Computer Uses in Education; Educational Practices; Educational Technology; Learning Activities; *Literacy Education; Student Centered Curriculum; Teaching Methods; Technology Transfer; World Wide Web

Integrating technology into the Adult Basic Literacy Education (ABLE) classroom can be very helpful to students and teachers, but it requires a shift in the teacher's role. The idea of "delivering" instruction--teacher-centered classes or tutor-directed lessons--should be replaced with student-centered, self-paced learning. Although the first lessons need to be teacher centered as basic instruction is given, online tutorials can be used to help students acquire the basic skills needed to use technology. Following the acquisition of basic skills, teachers can construct activities and suggest learning games that reinforce classroom learning and aid in the acquisition of real-life skills with immediate rewards. Once students have mastered these skills, they may start to acquire additional skills on their own through the Internet, focusing on the things they need to know. In addition, technology can be used in the instructional setting to develop critical thinking, problem-solving, communication, and collaboration skills. Ideas training programs. A total of 150 tables/figures are included. Appendices contain guidelines for interpreting the literacy scales, an overview of procedures used in the NALS, and a list of participants in the development process. (MN)

ED 435 842   CE 079 435

Owen, Jane
Raising Quality and Achievement. A College Guide to Benchmarking.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Adult Education; *Benchmarking; *Data Collection; *Educational Quality; *Evaluation Methods; Flow Charts; Foreign Countries; Guidelines; Models; Postsecondary Education; Program Evaluation; Self Evaluation (Groups); Success; *Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

This booklet introduces the principles and practices of benchmarking as a way of raising quality and achievement at further education colleges in Britain. Section 1 defines the concept of benchmarking. Section 2 explains what benchmarking is not and the steps that should be taken before benchmarking is initiated. The following aspects and components of the benchmarking process are detailed in section 3: what to benchmark, available resources, process owners, scope, individuals to involve, understanding the existing process, process gaps, the information that is needed, questionnaires, who to benchmark, the first contact, actions to take before the visit, actions to take during the visit, collating and analyzing the information gathered, the way forward, making changes, review, and common causes of failure. Section 4 is a flowchart summarizing the 15 steps of the benchmarking process. Section 5 contains additional information on the following topics: the Raising Quality and Achievement Programme; processes; student and staff satisfaction surveys; Pareto analysis; self-assessment; critical success factors; probe; the EFQM (European Foundation for Quality Management) Excellence Model; flowcharting; the Further Education Development Agency benchmarking database; and a benchmarking code of conduct. Concluding the booklet are two references and the phone numbers and Web addresses of four useful organizations. (MN)

ED 435 843   CE 079 437

Rudd, Rima E.; Moeykens, Barbara A.
Adult Educators' Perceptions of Health Issues and Topics in Adult Basic Education Programs. NCSALL Reports #8.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Programs; Educational Benefits; *Educational Needs; Health;

by a shortage of labor across the labor market from 2010-2020, and a drop in the labor force almost to the present level by 2040. It recommends more flexible work instruments, globally oriented flexibility, and provision of services for working women. "Organization of Work: Supreme Authority Rests with the Team" (Christoph Stehr) focuses on the "Oticon system," named for a Danish hearing aid manufacturer. It discusses the manufacturer's innovative management style that proves business objectives can be achieved by "soft" changes, e.g. in the way work is organized. It describes the open-plan office that provides for no fixed workplace (no desk) and self-organized work. "Working Hours: Change Begins in the Mind" (Ruth Lemmer) addresses flexibility in the workplace. It discusses the Augel model of a construction firm where all workers receive a fixed monthly salary: they stipulate the number of hours they wish to be paid for each month, with extra hours booked into an account. Common models of flexible working hours are described: flexitime, part-time work, job sharing, and time accounts to save time for a sabbatical or early retirement. (YLB)

ED 435 861   CE 079 469

Semmens, Bob; Oldfield, Jenni
Vocational Education and Training in Australian Correctional Institutions. Review of Research.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Correctional Education; Correctional Institutions; Educational Research; Foreign Countries; *Job Training; Participation; Prisoners; Program Effectiveness; *Recidivism; *Vocational Education
IDENTIFIERS- *Australia

A review of research studied the provision of vocational education and training (VET) in adult and juvenile correctional institutions. Research data and secondary source articles on VET from 1990 to the present were collected from around Australia and, where relevant to the Australian experience, overseas. Findings showed corrections institutions in Australia were moving toward competency-based standards in curriculum, program pathway, and credit transfer opportunities and registration of providers to maximize the VET opportunities for prisoners. Variables affecting prisoner participation in programs were personal goals, to keep busy and cope better, and to improve employment prospects. Several American and Canadian studies found VET led to reduced recidivism; others indicated literacy and numeracy education lowered recidivism. Some small studies in Australia showed VET improved access to employment and lower recidivism, but few studies identified how VET assisted since many variables affect their participation. Recommendations for VET program development more intensive and extensive program evaluation, post-release prisoner followup to identify VET program impact, a more holistic approach toward prisoner education, further development of flexible learning materials, and a national journal of good practice or a website. (Appendixes contain 55 references; list of 102 reviewed articles by category; an article on VET developments in 4 states and the Northern Territory; and some informing principles for VET program development.) (YLB)

ED 435 862   CG 028 618

and himself/herself. Also included is a discussion of the similarities between the counselor and researcher approach to phenomenology in focusing on the here and now meaningful experiences of participants. (Contains 11 references.) (JDM)

ED 435 881 CG 029 574

Choudhuri, Devika Dibya
Navigating the Role of Counselor Educator: The Counselor as Teacher.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Theories; Counselor Characteristics; *Counselor Educators; *Counselor Role; *Counselor Training; Graduate Study; Higher Education; *Role Conflict; Supervision; *Teacher Role; *Teaching Skills

This paper explores the complexities in transitioning from the role of a counselor to that of a counselor educator, integrating a review of the literature on counselor pedagogy with personal experience. The role of the counselor, the teacher, and the parallels and disjunctions between those roles as well as possible ways to bridge them are among the topics examined. The paper discusses the apparent dearth of discussion and debate in the literature concerning the process of counselor education and supervision and the demands of the counselor educator role. In an effort to explore these concerns, the paper first traces the counselor role and its implications, focusing primarily on attributes of counselors. The role of the teacher is similarly explored for comparison with that of the counselor. Supervision is suggested as a potential conceptual bridge between counseling and teaching since it is as close to either role and shares much in common with both. Supervisors do engage in raising awareness, helping supervisees to examine aspects of themselves that may be stimulated by the process, as well as general self-exploration about professional development, ethical issues, or even personal issues. The paper concludes with a discussion on the process of becoming a counselor educator, subsequent learning experiences, and a beneficial model for the educating of counselors. (Contains 22 references.) (GCP)

ED 435 882 CG 029 575

Given, Jane A.
Ethical Use of Gestalt Techniques.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Counselor Client Relationship; *Counselor Role; Counselor Training; *Family Counseling; Family Relationship; *Group Counseling

This paper focuses on two aspects inherent in working with families--fantasies and realities. A brief discussion of family life in the United States at the end of the 20th century is included at the outset with the intention of identifying who families are before making a diagnosis or intervention. The author encourages counselors to recognize the fantasies they hold about working with families, and to be wise enough to give them up in order to make a positive difference in the lives of clients. Seven deadly fantasies are presented as well as the seven realities that are at the opposite end of these fantasies. It is emphasized that in family work, it is essential to realize in a continuous way that family counseling deals with families who may be resistant to change and that some families have a limited ability to receive help. It is also important to keep in mind that family counseling differs from other ways of counseling and that working with families is sometimes difficult. Therefore, it is suggested that counselors be aware of the non-events of family life as well as the developmental and situational factors that are a part of all families. Finally, counselors need to be mindful that families come in many forms, are interesting in and of themselves, and that in order to be effective as counselors, must know a range of theories and techniques. (GCP)

ED 435 902 CG 029 602

Falbo, Toni; Lein, Laura
Population and Environmental Factors Promoting School Success.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Family Financial Resources; *Family Involvement; High Schools; Middle Schools; Models; *Parent Background; *Parent School Relationship; Politics of Education; *Student Promotion

This symposium explores the impact of a range of family resources on children's successful transition from middle to high school. The five case studies that form this symposium examine the ways in which children's experiences at school are directly related to their parents' knowledge of school structure and bureaucracy; self- confidence in making demands of the school; educational background and ability to assist in homework and other school projects; and the time, energy, and money resources to provide resources ranging from school supplies to tutoring to extra-curricular activities. Furthermore, they document the relationship between student school success, on the one hand, and on the other hand, the ability of parents to wield their resources in supervising and monitoring their children, providing emotional, intellectual and financial support to them, and interceding on their behalf when necessary. The theoretical model underlying the research in the symposium is included. The model reflects earlier work and

NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Adults; Behavior Change; *Behavior Patterns; Behavioral Science Research; Cocaine; Cultural Context; Data Analysis; Data Interpretation; Developmental Stages; Drinking; *Drug Use; Environmental Influences; *Grade 10; *Grade 8; High School Seniors; *Illegal Drug Use; Late Adolescents; Marijuana; Marriage; Multivariate Analysis; Questionnaires; Research Methodology; School Role; Secondary Education; Smoking; Social Behavior; Sociocultural Patterns; Student Surveys; Trend Analysis; Young Adults
IDENTIFIERS- *Longitudinal Studies Program (NCES); Monitoring the Future

This paper presents information from the ongoing research program, Monitoring the Future. The program is designed to: (1) monitor drug use and potential explanatory factors among American secondary school students, and other young adults; (2) distinguish which of three different kinds of change--maturational, historical, and/or cohort are occurring for various types of drug use; and (3) study causes, consequences, and maturational patterns associated with these different types of changes in drug use. Some 50,000 secondary school students in 435 schools are surveyed annually for the program. A follow-up survey of graduated classes yields a young adult sample of about 11,000 respondents in the age range of 19 to 32. The paper is divided into two parts. Part 1 contains the theoretical background and conceptual framework, and Part 2 elaborates on the ten objectives, their rationale, and presents a synopsis of progress to date. Some objectives include monitoring drug use and potential explanations in grades 8, 10, 12, among young adults and with ages 34 and 40; distinguishing period, age, and cohort effects; explaining secular trends and cohort differences; assessing the consequences of drug use; studying frequent or heavy-users; studying various under-represented groups; and the methodological, policy and other contributions to the field. (Contains 527 references.) (JDM)

ED 435 924   CG 029 625

Bachman, Jerald G.; O'Malley, Patrick M.; Johnston, Lloyd D.; Rodgers, Willard L.; Schulenberg, John E.
Changes in Drug Use during the Post-High School Years. Monitoring the Future Occasional Paper No. 35. Revised 1992.
PUB DATE- 92
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Behavioral Science Research; Cocaine; Cultural Context; Drinking; Drug Use; Environmental Influences; High School Seniors; High Schools; Illegal Drug Use; Individual Activities; Late Adolescents; Marijuana; Marriage; Material Development; Military Service; *Multivariate Analysis; Questionnaires; Research Methodology; School Role; Smoking; Social Behavior; Sociocultural Patterns; Student Surveys; *Trend Analysis; Young Adults
IDENTIFIERS- Institute for Social Research MI; Longitudinal Studies Program (NCES); Monitoring the Future

This occasional paper is intended to disseminate information from the project, Monitoring the Future. Each year since 1975, about 17,000 seniors have participated in the survey, which is conducted in some 130 high schools nationwide. In addition, (Australia) comprehensive high school. Sixty-seven Year 12 and 62 Year 11 students completed a questionnaire package measuring stress responses, goals, and academic self-efficacy. Findings show that 31% of the Year 12 and 25% of the Year 11 students reported symptoms of anxiety, depression, or both, which fell outside the normal range. More females than males reported the symptoms. The goals that students held for the Higher School Certificate were found to be predominately performance rather than mastery oriented. Performance-avoidance goals were significantly and positively correlated with stress responses. Self-efficacy was significantly and positively correlated with mastery. (Contains 15 references.) (JDM)

ED 435 945 CG 029 650

Bohart, Arthur C.
An Implicational View of Self-Healing and Personality Change Based on Gendlin's Theory of Experiencing.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Conference of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Personality Change; Psychotherapy; *Self Actualization
IDENTIFIERS- *Dialectic (Concept)

There is relatively little theory on how psychotherapy clients self-heal since most theories of therapy stress the magic of the therapist's interventions. Of the theories that exist, this paper briefly discusses Carl Rogers' theory of self-actualization; and the dialectical theories of Greenberg and his colleagues, Jenkins, and Rychlak. Gendlin's theory is discussed in detail. It examines how we create new meaning, and in terms of psychotherapy, specifically how personality change can take place. Gendlin holds that as we encounter each new situation, there is an implicit potential for new development or "the carrying forward" of old concepts, rules, words, or ways of being. The theory proposes that the process of self-healing is a creative one of tuning into the implicit experienced complexity of a problem, from which implications or new steps arise. This paper discusses Gendlin's theory in relation to personality change and implications for theory. The concept of self healing is examined and two counseling cases that utilize self-healing in different ways are discussed. The theoretical integration of self-healing is also discussed. (Contains 45 references.) (MKA)

ED 435 946 CG 029 651

Purkey, William Watson
Creating Safe Schools through Invitational Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Teaching and Learning in Reading" (Jane Braunger and Maureen Carr); "Effective Practices for Utilizing Volunteer Reading Tutors" (Jana Potter and Nancy Henry); and "Para-education: Teamwork that Leads to Success!" (Karen A. Schmidt and Rose Miller). Section Two, "Master Teacher Talks," includes the following articles: "Using Multiple Intelligences to Meet Academic Needs and Achieve Student Success" (Kristen Dalpiaz and Lynn Nystrom); "If We Did It, You Can Do It Too! Changing Instruction to Meet Demands" (Karen Herinckx and Anna Lee James); "R.E.A.D. in Montana" (Callie Epstein, Shelly Wanty, Peggy Taylor, and Jetta Johnson); and "Developing Reading through Writing" (Susan Marchese). Section Three, "Successful School Shares/Comprehensive Reform," contains the following 4 articles: "Model Classroom Projects" (Kathy Porterfield, Mari Donohue, and Judi Johnson); "Successful School Share: Village Schools in Alaska" (Kathy Baldwin and Joan McGrath); "Toppenish High School 1998-1999 Reading Program" (Nancy Brulotte and Jenae O'Hara); and "Kennewick School District Comprehensive Reading Plan" (Ardis Sparks and Tracy Hamar). The document concludes with the section "Focus Group Conclusions and Survey Results" which presents feedback from conference participants. (EF)

ED 435 986   CS 013 743

Alexander, James C.
Reading and Postmodernism.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Midwest Association of Teachers of Educational Psychology (November 14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Epistemology; Higher Education; *Reading Research; *Reading Strategies; Scientific Methodology; *Whole Language Approach
IDENTIFIERS- *Postmodernism; *Reading Theories

One of the main differences between the whole language position and the more traditional views lies in the epistemological base upon which whole language is rooted. Although whole language proponents may not have clearly put forth an epistemology upon which their views of reading acquisition and the reading process are based, still a careful comparison of the tenets of postmodernism with the positions commonly identified with the whole language movement finds much similarity between the two. In this paper, these similarities are explored. It is suggested that the disagreement between whole language proponents and those supporting more traditional methodologies is mainly due to the differences between the scientific method and the postmodern philosophy adopted as the basis of whole language. Contains 22 references. (Author/EF)

ED 435 987   CS 013 744

Blair-Larsen, Susan M., Ed.; Williams, Kathryn A., Ed.
The Balanced Reading Program: Helping All Students Achieve Success.
PUB DATE- 99
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

IDENTIFIERS- *Balanced Reading Instruction; ERIC Digests

The purpose of this digest is to review various interpretations of balanced reading instruction and to explore the relationship between this instructional approach to beginning reading and state reading standards. Sections of the digest address what balanced reading is, offer examples from classroom practice, and discuss reading instruction and language arts standards. It concludes that curriculum alignment needs to link instructional content to clearly defined, research-based standards, and to leave creative space for teachers to search and find the balance in their own classrooms. (RS)

ED 435 987   CS 013 768

Bigenho, Frederick W.
Teaching Elementary Phonics: Instructional Issues and Activities.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Content; Elementary Education; Higher Education; *Phonics; Teacher Behavior; *Teacher Education; *Teaching Methods

The purpose of this naturalistic study was to describe and explore issues that emerged from an undergraduate/graduate phonics course for preservice and practicing teachers, certified or licensed to instruct children from kindergarten to eighth grade (K-8). Data were collected through teacher observations of classroom discussions, activities, presentations, and portfolios. The issues that emerged from the research indicated that phonics instruction included letter sound correspondences, segmenting processes, morphemic analysis, structural analysis, grammar, and spelling. The findings suggest a departure from isolated phonics instruction focused on rules, to situational, strategic instruction within real texts. Contains 22 references and an appendix lists course components and instructional activities. (Author/RS)

ED 435 988   CS 013 774

Conner, Jennifer M.; Greene, Beth G.; Lloyd, Paul
A Summary Report of the Instructional Effectiveness of "Collections, a Harcourt Reading/Language Arts Program."
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Instructional Effectiveness; Pilot Projects; Primary Education; *Reading Achievement; Reading Comprehension; *Reading Improvement; Reading Instruction; Reading Programs
IDENTIFIERS- Texas

A pilot study evaluated the instructional effectiveness of "Collections, a Harcourt Reading/Language Arts" program. A total of 40 primary-grade teachers in 4 different school districts in Texas volunteered to participate. Teachers selected two themes to pilot during a 9- to 12-week period and received training in implementing the program. Teachers administered data collection instruments--skills tests accompanying the program, the Reading Subtest of the Stanford Achievement Test, and the Texas Assessment of Academic Skills (TAAS) Practice Test. Results indicated: (1) consistent and significant test score increases at every grade level from

This Digest aims to provide useful Internet resources for K-12 teachers who would like to integrate children's and adolescent literature into their curriculum. Preparation of this Digest began with a retrospective review of literature-related questions received over the last two years by the Reference staff of the ERIC Clearinghouse on Reading, English, and Communication. Four categories of frequently posed requests were then identified: (1) literature-based lesson plans; (2) aids to materials selection; (3) online publications for and by K-12 students; and (4) professional development resources. It then presents annotations of 12 Internet sites for K-12 language educators. (RS)

ED 436 010 CS 510 162

Blevins, Jeffrey Layne
Sex, Lies, and Internet: A Case Study of the Starr Report on President Clinton.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Electronic Text; Higher Education; *Internet; *Mass Media Effects; *Mass Media Use; Media Research; Research Methodology
IDENTIFIERS- Clinton (Bill); Media Coverage; *Starr Report

In the case of the Starr report on President Clinton, this exploratory study searches for evidence that the Internet might play a role in participatory democracy. Through indepth interviews of respondents who sought out the Starr report online it appears that viewing the document on the Internet had little impact on political participation. More notably, it is evident that television coverage of the sexually explicit details contained in the report, and the announcement of its Internet debut, were the primary motivations for reading the document. Most importantly, this study contributes to a theoretical framework for analyzing the Internet and political participation, and demonstrates the usefulness of the methodological approach applied in this research. Contains 30 references. (Author/RS)

ED 436 011 CS 510 165

Barbour, Alton
Making Contact or Making Sense: Functional and Dysfunctional Ways of Relating.
PUB DATE- 99
NOTE- 12p.; Presented during the Humanities Institute 1999-2000 Lecture Series at the University of Denver, (2nd, Denver, CO, November 11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Departments; *Educational History; Higher Education; *Intellectual Disciplines; *Rhetoric; *Scholarship
IDENTIFIERS- *Communication History; Oratory; University of Denver CO

This paper speaks to the question of just what people in a human communication studies department do. The paper traces the study of communication historically, beginning with classical times

Quality Assurance and Quality Improvement of Community Services. Report #45.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; *Community Programs; *Delivery Systems; *Developmental Disabilities; Evaluation Methods; Group Homes; Networks; Professional Development; *Program Descriptions; *Program Evaluation; Program Guides; *Program Improvement; Resource Materials; State Programs; Technical Assistance

This sourcebook profiles approximately 80 programs that support the redefinition, assessment, and/or enhancement of quality in community services for individuals with developmental disabilities. Direct service programs, however, are not included. The programs and activities described are subsumed under the following broad categories: (1) statewide information and evaluation systems; (2) service agency development; (3) system-wide quality enhancement; (4) values infusion; (5) consumer and citizen monitoring; (6) community relationship building; (7) technical assistance; (8) personnel training and professional development; (9) advocacy training and support for individuals and families; (10) best practices; (11) quality assurance in Medicaid Community-Supported Living Arrangements programs; and (12) networking. Each entry begins with a statement of the type of program profiled and then includes information on the area served, the contact person, a description of the program, and a telephone number for additional information. The sourcebook opens with a paper on improving quality in community services for individuals with developmental disabilities, entitled: "Searching for Quality in the Crooked Map Zone" by John O'Brien. (CR)

ED 436 033 EC 305 917

Gifted Education: A Resource Guide for Teachers.
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acceleration (Education); Classroom Environment; *Classroom Techniques; Curriculum Design; *Curriculum Enrichment; Educational Strategies; Elementary Secondary Education; Enrichment Activities; Foreign Countries; *Gifted; Inclusive Schools; *Student Characteristics; *Student Needs; Talent Identification; *Teaching Methods
IDENTIFIERS- British Columbia

Designed for teachers, this resource guide on gifted education discusses the identification of gifted students and different types of educational strategies that teachers can use with gifted students. Topics include: (1) providing gifted students with the most enabling learning environment possible; (2) identifying and defining characteristics of gifted students;

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiology; *Deafness; Disability Identification; *Early Identification; *Early Intervention; Educational Legislation; Educational Principles; Eligibility; Federal Legislation; *Individualized Family Service Plans; Infants; *Partial Hearing; Referral; Toddlers
IDENTIFIERS- *Connecticut; Individuals with Disabilities Education Act Part C

This guide was developed to assist families and service providers in Connecticut with the development of Individualized Family Service Plans for infants and young children with hearing impairments under Part C of the Individuals with Disabilities Education Act (IDEA). It provides general information about hearing loss and deafness, intervention philosophies and approaches, and available services and resources in Connecticut. Following an explanation of the referral process for the state's Birth to Three system, the guide is organized around eight principles of intervention: (1) early identification and diagnosis is essential; (2) ongoing audiology assessment and management must be conducted by staff trained to work with infants and young children; (3) the intervention team should assist the family in learning about the nature of their child's hearing loss; (4) intervention requires a team approach that includes the family; (5) parents and children are partners in communication; (6) language development begins as soon as the child is born and develops through daily interactions with the family; (7) parents need to understand and manage any hearing aids and/or auditory equipment; and (8) parents are advocates for their children. Among 10 appendices are lists of hospital locations for audiological evaluations, types of hearing tests, degrees of hearing loss, and program descriptions. (DB)

ED 436 053 EC 307 516

Hartman, Melissa E., Ed.
Imagine...Opportunities and Resources for Academically Talented Youth, 1998-1999.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Career Exploration; College Students; *Cross Cultural Studies; *Engineering; *Environmental Education; High School Students; High Schools; Higher Education; Student Development; *Theater Arts

The five issues of this journal, written mainly by and for academically talented youth, focus on the following themes: (1) environmental science, (2) the performing arts, (3) engineering, (4) cross-cultural studies, and (5) career discovery. Most of the articles were written by high school and college students. Each issue also includes lists of resources related to the theme, a book discussion focusing on a classic text, a vignette of a career area, a guide to planning for college, a theme-based crossword puzzle, student poetry, a student review of a college or university, and mathematical puzzles. (DB)

ED 436 054 EC 307 517

To Assure the Free Appropriate Public Education of All Children with Disabilities (Individuals with Disabilities Education Act, Section 618). Twenty-First Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act.
PUB DATE- 99
NOTE- 515p.; For the 20th Annual Report in this series, see ED 424 722.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Compliance (Legal); Correctional Education; *Disabilities; *Discipline; Early Intervention; Educational Assessment; Educational Legislation; Educational Policy; Educational Technology; Elementary Secondary Education; *Federal Legislation; Graduation Requirements; Hyperactivity; Inclusive Schools; Infants; Instructional Design; Intervention; Minority Groups; Models; Outcomes of Education; *Paraprofessional School Personnel; Parent Participation; Performance Factors; Preschool Education; Program Implementation; *Special Education; *Student Characteristics; Student Participation; Student Placement; Toddlers; Transitional Programs; Visual Impairments
IDENTIFIERS- Individualized Transition Plans; *Individuals with Disabilities Educ Act Amend 1997; *Testing Accommodations (Disabilities)

The 21st annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) is divided into four sections organized around a model that views educational results as products of three sets of factors: the context and environment in which the education is provided, student characteristics, and school programs and services. Section 1, on context/environmental factors, discusses parent involvement, access to the general education curriculum, and developing a highly trained workforce. Section 2, on student characteristics, focuses on special education in correctional facilities, states' progress in implementing comprehensive early intervention services and special education services for preschool children, and changes in the child count data. Section 3, on school programs and services, addresses paraprofessionals in the education workforce, educational environments for students with disabilities, federal policies on discipline, and the population of students served by visual impairment specialists. Section 4, on student results, discusses graduation requirements and high school completion, state improvement and monitoring, progress on the implementation of transition requirements at the state and local level, and participation of students with disabilities and the use of accommodations in the National Assessment of Educational Progress. Extensive appendices provide data tables. (Individual sections contain references.) (CR)

ED 436 072   EF 005 501

Odell, John H.
Developing a Master Plan for Your School. School Buildings Planning, Design, and Construction Series No. 1.
PUB DATE- 95
NOTE- 31p.; For other booklets in this series, see EF 005 502-508.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Christian); (7) "Public Perceptions of Official English/English Only: Framing the Debate in Arizona" (Mary Carol Combs); (8) "Language Policy/Planning and U.S. Colonialism: The Puerto Rican Thorn in English-Only's Side" (Ana Celia Zentella); (9) "U.S. Language Planning and Policies for Social Dialect Speakers" (Marcyliena Morgan); (10) "The Politics of Sign Language: Language Planning for Deaf Americans" (Michael Strong); (11) "Language Varieties and Language Policy: The Appreciation of Pidgin" (Laiana Wong); (12) "(Mis)Educating Mexican Americans through Language" (Lilia I. Bartolome and Donaldo Macedo); and (13) "Language and Equality: Ideological and Structural Constraints in Foreign Language Education in the U.S." (Lourdes Ortega). Section 3, "Praxis," includes: (14) "The Role of Language and Culture in Teaching Reading: Language Policy and Planning for Diverse Populations" (Angela Eunice Rickford); (15) "Foreign Language Policy and Planning in Higher Education: The Case of the State of Florida" (Ana Roca); (16) "Hawaiian Language Regenesis: Planning for Intergenerational Use of Hawaiian Beyond the School" (Sam No'eau Warner); (17) "From Developing One's Voice to Making Oneself Heard: Affecting Language Policy from the Bottom Up" (Klaudia M. Rivera); and (18) "The Role of Social Networks and the Strength of Weak Ties in Changing Language Policy: Gender Neutralization in American English" (Patricia C. Nichols). (All papers contain references.) (SM)

ED 436 093   FL 026 077

Kitao, S. Kathleen; Kitao, Kenji
Essentials of English Language Testing.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Computer Uses in Education; Data Analysis; *English (Second Language); Evaluation Methods; Grammar; Internet; Listening Skills; Reading Ability; Reading Skills; Scoring; Second Language Learning; Speech Skills; Standardized Tests; *Student Evaluation; Test Construction; Test Content; Test Reliability; Test Results; Test Validity; *Testing; Vocabulary Skills; Writing Evaluation; Writing Skills

This book covers essential problems and basic concepts of English language testing. There are 20 chapters in four sections. Section 1, "Background," includes: (1) "Why Teachers Test"; (2) "Some Definitions"; (3) "Validity and Reliability"; and (4) "What You Should Learn about Standardized Tests." Section 2, "Preparing To Write Tests," includes: (5) "Test Specifications"; (6) "Writing a Good Test"; and (7) "Some Common Problems with Test Items." Section 3, "Writing Tests," includes: (8) "Testing Reading"; (9) "Testing Listening"; (10) "Testing Writing"; (11) "Testing Speaking"; (12) "Testing Grammar"; (13) "Testing Vocabulary"; and (14) "Testing Communicative Competence." Section 4, "The Results," includes: (15) "Scoring Tests"; (16) "Graphs and Descriptive Statistics"; (17) "Item Analysis"; (18) "Computer Programs for Analyzing Test Results"; (19) "Evaluating Test Results"; and (20) "Reporting the Results of Examinations." Each chapter also includes a list of key words, an introduction, a conclusion, and either an application exercise or discussion questions. The two appendixes present types of language testing resources on

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Software Selection; Courseware; *Distance Education; Educational Planning; Evaluation Criteria; Higher Education; Program Development; Program Implementation; Training; *World Wide Web
IDENTIFIERS- Christopher Newport University VA

This paper documents the steps taken by Christopher Newport University (CNU) (Virginia) as it planned and implemented a World Wide Web-based education program in 1998-99. The paper begins by providing an overview of the context for distance education at CNU and detailing the history of both the institution and distance education. Next, the rationale that prompted CNU to invest time and resources into developing a Web-based education program, as well as the evaluation of different program options, is covered. Program implementation is then addressed, including training and support systems. Problems encountered are summarized, and the program's next steps and further directions are considered. (MES)

ED 436 113 IR 019 736

Grant, Denise; Bryant, Gay; Gilley, Daryl
An Interstate Collaborative Approach to Web-Based Instruction.
PUB DATE- 99
NOTE- 13p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; Cooperative Programs; Course Descriptions; Course Organization; Design Preferences; *Distance Education; *Instructional Design; *Intercollegiate Cooperation; Training; Two Year Colleges; *World Wide Web
IDENTIFIERS- *Course Development; Pellissippi State Technical Community College TN

This paper documents a collaborative effort between faculty members from Pellissippi State Technical Community College (Tennessee) and Northwestern Technical Institute (Georgia) to create and deliver an online class on medical terminology. The following six aspects of the project are described: (1) the collaborative effort, including the viability and benefits of such a joint effort, and the division of course development tasks; (2) faculty training; (3) the design process, including design considerations, and design decisions related to course competencies and course components (i.e., home, syllabus, modules, pronunciation, learning activities, and examinations); (4) hardware and software issues; (5) auxiliary multimedia interfaces; and (6) third-party partnerships related to the use of the Learning Manager software. Lessons learned are listed, and a syllabus format for World Wide Web-based courses is appended. (Contains 41 references.) (MES)

ED 436 114 IR 019 737

Means, H. Willis; Love, Mary S.
Hypermediated Learning Environments: Students Collaborating with Technology.

ED 436 132 IR 019 757

Spaulding, Karen L.; Dwyer, Francis
Effect of Visualization (Job Aids) in Facilitating Cognitive Development.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Anatomy; Cognitive Development; Comparative Analysis; Higher Education; Instructional Design; *Instructional Effectiveness; Intermode Differences; *Knowledge Level; Physiology; Pretests Posttests; *Prior Learning; *Student Educational Objectives; Tables (Data); *Visual Aids; Visualization
IDENTIFIERS- *Job Aids

This study examined the instructional effectiveness with which different job aid types facilitated learner achievement of different types of learning objectives and identified the degree to which low and high prior knowledge individuals profit from different job aid types. The instructional content used in the study was an instructional module on the parts and functions of the human heart. Participants (n=300) were randomly assigned to one of five treatments complemented with different job aid types, i.e., control (no job aids), cueing, association, proceduralized, and analog job aid types. After interactions with the instructional module, participants received four posttests, each measuring different educational objectives. Research findings indicated that when job aids are used following instruction: (1) they are not equally effective in facilitating learner achievement of different types of educational objectives; (2) they do not reduce learning differences between low and high prior knowledge learners; and (3) there is an insignificant interaction between job aid type and prior knowledge level. (Contains 32 references.) (MES)

ED 436 133 IR 019 758

Werner, Jenny Lynn; Klein, James D.
Effects of Learning Structure and Summarization during Computer-Based Instruction.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; Grade 9; High Schools; Instructional Design; *Instructional Effectiveness; Interaction; Intermode Differences; *Learning Strategies; Physics; Pretests Posttests; Science Instruction; Student Attitudes; Student Behavior; Time on Task
IDENTIFIERS- *Summarization

The purpose of this study was to investigate the effects of ratings of computer skill (subjects with higher self-ratings achieving more than those with lower self-ratings). While overall attitudes toward the instruction were favorable, subjects in the full text-full audio treatment responded less favorably than their counterparts in the other treatments. (Author/MES)

ED 436 153 IR 019 778

Gilbert, Linda S.
Where Is My Brain? Distributed Cognition, Activity Theory, and Cognitive Tools.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Uses in Education; Educational Technology; *Educational Theories; Literature Reviews; Role
IDENTIFIERS- *Activity Theory; Computer Use; Conceptual Frameworks; *Distributed Cognition; Technology Role; Technology Utilization

This paper provides a general overview of distributed cognition and activity theory in order to provide perspective for a discussion of the computer as a cognitive tool. Both distributed cognition and activity theory enlarge the scope of cognition to include the individual's interactions with the environment. Activity theory offers a framework congruent with distributed cognition that addresses some of its concerns. Despite the complexity of its vocabulary and concepts, it offers the potential for increased interdisciplinary exploration of issues related to cognitive tools. A table presents the division of labor between computers and single users as evidenced in computer roles, including computer roles ranging from servant to expert, goals (desirable outcomes), concerns (undesirable outcomes), and questions (contradictions). (Contains 48 references.) (Author/MES)

ED 436 154 IR 019 779

Mahesh, Veena; McIsaac, Marina Stock
Distance Education: Learner-Teacher Interaction and Time Spent by Teaching.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; College Faculty; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; Higher Education; Instructional Design; Interaction; Interviews; Qualitative Research; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; Teleconferencing; Time Management; World Wide Web
IDENTIFIERS- Arizona State University; Learning Environment;

*Navigation (Information Systems); Postsecondary Education; *Screen Design (Computers); Users (Information); Visual Stimuli
IDENTIFIERS- Graphical User Interfaces; *Iconic Representation

Users of content-based software programs, including hypertexts and instructional multimedia, rely on the navigation functions provided by the designers of those program. Typical navigation schemes use abstract symbols (arrows) to label basic navigational functions like moving forward or backward through screen displays. In a previous study, the use of concrete representations (screen miniatures) to indicate backward navigation functions was found to significantly reduce the number of errors users made in backward navigation. The current study tested this claim using a more diverse sample of 35 adult subjects representing different ethnicity, nationality, and educational background, and an electronic instrument instead of the original paper instrument. A HyperCard(TM) stack was developed in two versions--one with screen miniatures, and one with arrows to represent certain backward navigation functions--and used to test subjects' ability to choose the correct button for a particular backward navigation event. Subjects using the screen miniatures made significantly fewer errors than did subjects using arrows. (Contains 28 references.) (Author/MES)

ED 436 173   IR 019 798

Baylor, Amy L.
Psychological Factors Influencing World-Wide Web Navigation.
PUB DATE- 99
NOTE- 7p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Computer Interfaces; *Design Preferences; Individual Differences; *Navigation (Information Systems); *Orientation; Predictor Variables; *Psychological Characteristics; Recall (Psychology); Spatial Ability; Users (Information); *World Wide Web
IDENTIFIERS- Distraction; Links (Indexing); Sensation Seeking; *User Characteristics; User Preferences; *Web Sites

This experimental study investigated internal (psychological characteristics) and external (World Wide Web site features) factors influencing learning and disorientation in Web navigation. The research design was a two-factors ANOVA (ANalysis Of VAriance) with mode of navigation (linear, nonlinear) and distracters (i.e., the presence of "seductive" links) as the two factors. Volunteer participants (n=75) were recruited from Internet listings that advertised the study, drawing from a diverse nationwide population. This paper reports findings of the following dependent measures as they relate to the two-factor research design: friendliness of the Web site, attribution of disorientation, overall level of disorientation, confidence in navigating the Web site passage, interest in Web site passage topic, accuracy at stating main point of the passage, and number of ideas recalled from content of passage. It was found that preference for sensation-seeking behavior and/or spatial-holistic ability did not influence the participants' perceptions of disorientation. Other results indicated that recalling examples from the text was facilitated when the site had no distracters, but an interaction indicated that participants' conception of the main point of the passage questionnaire is appended. (Contains 14 references.) (Author/MES)

ED 436 191 IR 057 559

Grove, Myrna J.
Rutherford B. Hayes Presidential Center Library and Archives: Patron Use of Collections and Services.
PUB DATE- 99
NOTE- 61p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- *Archives; Information Utilization; *Library Collections; *Library Development; *Library Services; *Museums; Presidents of the United States; Special Libraries; United States History; Use Studies
IDENTIFIERS- *Hayes (Rutherford B); Library History; *Presidential Libraries

The Rutherford B. Hayes Library opened in 1916, when the building in Fremont, Ohio was dedicated as the first presidential library and museum. The library's original purpose was to preserve the 12,000 volume personal library of President Hayes along with archival material from his careers in law, the military, and politics. This was a radical idea at the time; no previous presidential papers had been gathered in one location or made available to the general public. The library has grown from a small eclectic collection to an important repository of the Gilded Age, a period in American history from the Civil War to the beginning of World War I. It is administered by the Hayes Foundation and jointly funded by the Foundation and the Ohio State Legislature. The library/museum building has undergone two major expansions to adequately house its collections. Since 1937, there have been four directors of research, and each director has promoted the library's development. In 1984, two librarians were hired to solely manage library services. This paper discusses the growth of the library through the years, particularly the scope of the collections, finding aids, and the increase in patron use of collections and services. (Contains 88 references.) (Author/MES)

ED 436 192 JC 000 007

Accountability and Productivity in the Illinois Community College System, Fiscal Year 1999.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Community Colleges; *Educational Assessment; Educational Quality; Institutional Mission; *Productivity; Program Effectiveness; *Program Evaluation; *State Colleges; State Standards; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This report summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their Accountability/Program Review reports. The three primary sections of this report include Accountability Special Focus Areas, Analyses of the Results of Fiscal Year 1999 College Program Reviews, and State-Level Initiatives. Topics considered in the Accountability Special Focus section this year include

Evaluation; *Program Improvement; *State Colleges; State Standards; Student Attitudes; Student Reaction; *Student Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Illinois Community College Board; *Illinois Community College System

As part of their ongoing accountability and program improvement initiatives, Illinois colleges annually conduct a survey of occupational program graduates. This report provides statewide information from graduates of selected occupational programs regarding the effectiveness of their community college experiences. Data for the report were obtained from responses to a standardized survey. The survey instrument addresses attendance objectives, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has implications for colleges as they develop new program proposals and perform program review in order to ensure that they stay in step with the changing job market, thus providing for satisfactory employment and compensation for their graduates. Part I of this report summarizes survey outcomes, which include: (1) 98% of the respondents were employed, pursuing additional education, or both; (2) average salary was $12.62 per hour; and (3) overall, graduates expressed satisfaction with their programs and college services. Part II includes an in-depth analysis of survey results for specific program areas. The Appendices provide detailed data tables derived from the results of the survey. Appendix A presents a summary of responses by college and response rates by program area. Appendix B provides information by survey item, and Appendix C presents data by both college and program. Contains 23 references. (VWC)

ED 436 212   JC 000 028

Clagett, Craig A.
Recent High School Graduate Focus Groups. Market Analysis 00-1.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advertising; College Bound Students; *College Choice; College Planning; Community Colleges; Focus Groups; Institutional Evaluation; *Marketing; *Student Attitudes; Student Recruitment; Two Year Colleges
IDENTIFIERS- Carroll Community College MD

This report summarizes findings of focus groups of recent high school graduates conducted during new student orientation at Carroll Community College (CCC) in fall 1999. Students were invited to participate in focus groups at the conclusion of the all-day orientation. Three focus groups were held, two with six participants and one with five participants. Participants were asked to respond to 25 primary questions and topics. Topics included: reasons for attending CCC, exposure to and evaluation of various advertising techniques employed by CCC, experiences with high school counselors, high school visits from CCC personnel, the CCC athletic program, registration difficulties, evaluation of class schedules from CCC and other local community colleges, direct mail from CCC, college logos, and evaluation of advertising slogans and graphic designs. Initial analysis suggests: common reasons for attendance are low tuition, convenient location, attentive faculty, and small classes; most students plan to transfer to baccalaureate

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Classification; Cognitive Development; Cognitive Processes; *Difficulty Level; Inferences; Performance Factors; Reaction Time; Sex Differences; *Thinking Skills
IDENTIFIERS- *Class Inclusion; *Transitive Inferences

This study used the "double easy-to-hard" paradigm to examine the hypothesis that the class inclusion (CI) task should be equivalent in relational complexity to the transitive inference (TI) problem. Participating in the study were 64 girls and 50 boys, with a mean age of 8 years, 6 months. Stimuli for easy versions of the tasks were displayed visually. A computer was used for presenting auditory stimuli and for recording reaction times (RT). Children were given the CI and TI tasks approximately one week apart in counterbalanced order. Subjects were first given an easy version of the primary reasoning task, then a dual task (easy version presented jointly with a secondary, probe RT task), followed by a hard aurally-presented version of the primary task. The probe RT task was presented alone in the first session. CI problems consisted of presenting a superordinate class followed by two subclasses differing in number of items. The TI task was comprised of 3-term series problems consisting of two premises followed by a binary choice option. Findings indicated that various predicted relationships within and across tasks were significant for boys, suggesting that the CI and TI task are capacity demanding and that they impose similar processing loads. However, some dissociations between CI and TI tasks suggest that inclusive reasoning may be qualitatively different from that of the TI problem. None of the predicted correlations were significant for girls; their performance suggested the adoption of a strategy that reduced capacity demands of both reasoning tasks. (KB)

ED 436 231 PS 027 717

Clements, Douglas H.
Effective Use of Computers with Young Children.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Educational Technology; *Mathematics Instruction; Preschool Children; Preschool Education; Teacher Role; Teacher Student Relationship

Educational technology can change the way children think, what they learn, and how they interact with peers and adults, or technology can teach the "same old stuff in the same old way." This paper examines computer use with young children and how computers can be used more effectively. The essay describes changes in the past decade in computer use, noting the increased number of preschools with computers, the drop in the ratio of students to computers, and increased concern over equity of access. The paper examines computer use in learning mathematics and science, and maintains that, although young children make significant gains using computer-assisted instruction software, technology should emphasize problem solving. Examples are given of programs allowing development of problem-solving skills. The essay then examines the computer's role in the home and preschool, suggesting that most children

Asserting that parents are young children's most precious resource, this paper offers research-based advice for raising children with self-esteem and the ability to become independent, productive members of society. The paper's sections are: (1) "Parents Build Self Esteem"; (2) "Flexibility and Adaptability Help Parents Survive"; (3) "Parents Are Teachers"; (4) "Parents Prime the Pump of Learning"; (5) "Parent Creativity Turns Living Experiences into Learning Opportunities"; (6) "Positive Discipline Ideas: A Gift for Every Parent" (discussing reframing problems in terms of a developmental perspective, offering choices, thinking through household rules, not ignoring when children harm others, finding out how a child reasons when he or she misbehaves, offering appropriate incentives, figuring out what is worrying or angering the child, helping children consider the consequences of their actions, and challenging children to think up their own alternatives to fighting); (7) "Ideas To Help Families Function More Peaceably" (including encouraging excellence rather than perfection, not denigrating the child's other parent, using bibliotherapy, making up stories to reassure worried children, expressing personal pleasure with each child, talking about peer pressure, not using shame, encouraging competence, giving positive attributions, and working alongside a young child); and (8) "Professionals as Partners with Parents." Contains 36 references. (EV)

ED 436 249   PS 028 077

Gleeson, James P., Ed.; Hairston, Creasie Finney, Ed.
Kinship Care: Improving Practice through Research.
PUB DATE- 99
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adoption; Caregiver Child Relationship; *Caseworker Approach; Child Caregivers; Child Rearing; *Child Welfare; Fathers; *Foster Care; *Foster Children; *Foster Family; Grandparents; Mothers; Research and Development; Research Needs; Social Services; Theory Practice Relationship; Well Being
IDENTIFIERS- Caregiver Burden; Caregiver Training; Guardianship; Incarcerated Parents; *Kinship Foster Care; *Permanency Planning (Foster Care)

Family members have traditionally provided kinship care for each other in times of crisis. Recently, such care has become part of the child welfare system. This edited volume presents several studies designed to identify current knowledge about kinship care as a child welfare service. Presented in five parts, the book summarizes the current state of knowledge, discusses permanency planning, examines parent-child relationships in kinship foster care, addresses issues related to kin caregivers of children in the custody of the child welfare system, and proposes a research agenda. The chapters are: (1) "Kinship Care as a Child Welfare Service: What Do We Really Know?" (James P. Gleeson); (2) "Defining Best Practice in Kinship Care through Research and Demonstration" (Faith Johnson Bonecutter); (3) "Who Decides? Predicting Caseworkers' Adoption and Guardianship Discussions with Kinship Caregivers" (James P. Gleeson); (4) "Adoption and Subsidized Guardianship as Permanency Options in Kinship Foster Care: Barriers and Facilitating Conditions" (Sally J. Mason and James P. Gleeson); (5) "The Well-Being of Children in Kinship Foster Care" (Sandra J. Altshuler); (6) "Comparing Mothers of Children in Kinship Foster Care: Reunification vs. Remaining in Care" (Marian S.

Texas Kids Count Project report examines early childhood education in the state, focusing on children from low-income families. The report discusses the importance of the early years of life for neurological development and the need for quality child care and early education programs, especially as the number of children with working parents increases. The report notes that about 30 percent of Texas children younger than 6 years old live in poverty and thereby face increased risks, in later years. They deserve to receive early education that will help them enter school prepared to learn. The report also describes the benefits of early child care and preschool education programs and the characteristics of quality early education. Information is provided on the availability of early childhood education, with the caution that children in low-income families are particularly at risk of receiving inadequate care. Also presented is information on the percentages of Texas 3 and 4 year olds enrolled in public prekindergarten programs for each county and for the state as a whole. Finally, the report describes the Parents as Teachers Program as a successful early parenting program that provides comprehensive services to families from the third trimester of pregnancy until children are three years of age. The report concludes with a call for greater investment in both the quantity and quality of early care and education. (Contains 33 notes.) (KB)

ED 436 268   PS 028 106

Parental Involvement in Education. Measuring Up: The State of Texas Education. A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 9p.; For a related report in the Measuring Up series, see PS 028 105.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parents
IDENTIFIERS- *Texas

Noting that one of the most frequently cited recommendations for improving school safety has been to increase parental involvement, this report explores the variety of ways that parents can be involved in their children's education. The report delineates factors placing a child at risk for underachievement at school and notes that while parents cannot always change these risk factors, they have a great influence over many challenges. In addition, the report lists obstacles encountered by parents in trying to participate in their child's education and notes that examining each barrier can make possible the creation of new approaches that foster participation. The report further maintains that greater understanding is needed about the areas of involvement that are most effective in improving student achievement. Several ways parents can become directly involved in their child's education are delineated, and indirect influences of parents in the school environment, at home, and in the community are described. In addition, the report describes possible practices schools can use to maximize their investment in family and school connections. Finally, the report describes the Alliance Schools Initiative as a model program, a community-based professional development. The findings of the research underscore the need for strong institutional support if teachers are to be motivated to use cooperative learning in a systematic and sustained manner. (Contains 10 references.) (KB)

ED 436 287 PS 028 138

Brady, Joanne P.; Dickinson, David K.; Hirschler, Julie A.; Cross, Theodore
Evaluation of Child Achievement in Four Newly Independent States of the Former Soviet Union: A Look at Literacy, Numeracy, and Creativity in Alternative and Traditional Programs.
PUB DATE- 99
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999). "With Laurette Green."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Creativity; Early Intervention; *Emergent Literacy; Foreign Countries; Kindergarten; *Numeracy; Preschool Education; Program Effectiveness; *Program Evaluation; Student Centered Curriculum
IDENTIFIERS- Bulgaria; Kyrgyzstan; Romania; Ukraine

In order to better understand the role of child-centered learning strategies in creating democratic, collaborative behaviors for states of the former Soviet Union, this study evaluated the impact of Step by Step, an early childhood development program in Bulgaria, Kyrgyzstan, Romania, and Ukraine. The study compared educational performance and developmental progress of preschoolers enrolled in the program with that of children in traditional kindergartens. The program's critical elements are family involvement, a child-centered curriculum, teachers as facilitators, and building collaborative relationship with important educational systems. Child assessment batteries were completed during May 1998 for 587 five- to seven-year-olds selected from 5 Step by Step programs and 5 traditional kindergartens in each country. Children were selected according to a stratified, randomized method with gender being the stratification criterion. Child assessment measures included the Test of Early Mathematics Ability; Emergent Literacy Assessment; Adapted Peabody Picture Vocabulary Test; and Torrance Tests of Creative Thinking (TTCT). Findings for Bulgaria indicated that Step by Step children were performing at the same level as children in traditional programs. In Kyrgyzstan, Step by Step children dramatically outperformed those in traditional programs in both numeracy and literacy. In Romania, children in Step by Step classrooms from the low and high ends of the developmental spectrum were gaining more mathematical understanding than children in traditional programs and scored higher on the TTCT Unusual Uses test. In Ukraine, Step by Step children outperformed children in traditional programs in mathematics, the flexibility subscale of the TTCT, and receptive vocabulary. (KB)

ED 436 288 PS 028 139

Billings, Barbara L.
Ethnicity and Individual Differences in Achievement Goals in Kindergarten Children.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM,

Questionnaires; Records (Forms); School Community Relationship; Secondary Education; Student Organizations; *Teacher Role; *Teacher Student Relationship; Teaching Guides; *Technical Education; Vocational Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This guide is intended to help career and technical education teachers perform the new roles expected of them in view of the new emphasis on school-to-careers programs. The following are among the topics discussed in the guide's nine chapters: role of the career and technical educator; providing career guidance; integrating academic and career and technical education; advising a student organization; providing work-based learning; helping students make the transition from school to careers; creating a community relations program; evaluating and improving programs; and professional development. Included in end-of-chapter appendixes located throughout the guide are the following: addresses of publishers of commercially available career portfolios and career information; resources for curriculum integration and tech prep programs; explanation of differences between conventional and Secretary's Commission on Achieving Necessary Skills (SCANS) classrooms; SCANS three-part foundation; SCANS five competencies; sample training agreement; sample training plan and evaluation; sample instrument for evaluation of general work-based performance; sample resume and letter of application for students with related work experience; individualized recruiting plan; guidelines for writing a press release; resources for promoting programs; sample alert and cover letters; employer questionnaire; student follow-up questionnaire; sample student evaluation of instructor form; and addresses of seven related professional organizations. (MN)

ED 435 806   CE 079 337

Making the Case for School-to-Careers and Vocational Education. A Practical Guide to Demonstrating the Value of School-to-Careers Preparation for All Students and Debunking Outdated Stereotypes and False Assumptions...Plus Step-by-Step Instructions for Planning Promotional Campaigns and Events To Create Public Support in Your Community.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Community Relations; *Education Work Relationship; Guidelines; Information Sources; Marketing; Organizational Communication; Policy Formation; *Public Relations; Resource Materials; *School Community Relationship; *Vocational Education
IDENTIFIERS- *Educational Marketing

This document is a practical guide to demonstrating the value of school-to-careers preparation for all students and to debunking outdated stereotypes and false assumptions surrounding school-to-careers and vocational education programs. Part 1 explains the importance of political and policy advocacy in public education and outlines strategies for working with and through elected government representatives to achieve goals for students and educators. Part 2 is a collection of fact sheets, reports, and article clips from American Vocational Association for using technology in the classroom include the following: asking students to create original sentences incorporating vocabulary words by using a word-processing program; using an encyclopedia on CD-ROM to learn more about a person featured in a story the students have read; arranging e-mail pen pal correspondence with an ABLE program in another area; having the class publish a program newsletter; using interactive Internet Web sites to help students analyze their diet; and asking students to use a word processing program to write journal entries. (The document contains 33 resources, including articles, online tutorials, games, virtual classrooms, free e-mail, and Web sites.) (KC)

ED 435 824   CE 079 371

Hyslop-Margison, Emery J.
Alternative Curriculum Evaluation: A Critical Approach To Assess Social Engineering Programs.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; *Curriculum Evaluation; Developed Nations; *Educational Change; Employment Potential; *Ethnography; Foreign Countries; Job Skills; Models; Postsecondary Education; Secondary Education; Social Change; *Social Environment; Social Influences; *Vocational Education
IDENTIFIERS- Canada

A curriculum evaluation approach has been proposed that can enhance educators' understanding of how curriculum designed to effect social and vocational change in market economy cultures interacts with students, schools, and society. This method combines elements of a social evaluation approach fashioned by M.W. Apple and L.E. Beyer (1985) with a critical ethnography model developed by P.F. Carspecken (1995). It includes five levels or basic categories of inquiry. Stage 1 analyzes the social, historical, and ideological context into which the program is introduced and how that context is currently influencing school reform. It reveals the ideological connections between dominant social forces and school reform and identifies and critiques the various assumptions underpinning vocational and social preparedness programs. Stage 2 identifies informal components of employability skills curriculum to consider their potential impact on students and society. Stage 3 requires a conceptual analysis of the employability skills discourse contained in the formal curriculum of programs, such as the Career and Personal Planning curriculum. Stage 4 uses an ethnographic collection of data to acquire knowledge of the dynamic interaction between curricula and classroom culture. Stage 5 analyzes findings from the previous four stages through a critical conceptual framework founded on principles of social justice and equality. (Contains 23 references.) (YLB)

ED 435 825   CE 079 372

Hyslop-Margison, Emery J.
An Assessment of the Historical Arguments in Vocational Education Reform.
PUB DATE- 98
NOTE- 14p.

*Health Education; *Health Materials; *Integrated Curriculum; Literacy Education; National Surveys; *Teacher Attitudes

A national survey of adult basic education (ABE) teachers examined practitioners' perceptions of, and experiences with, health issues and topics in ABE classes. Of the 1,621 surveys mailed out, 636 (39%) were returned. Of the respondents, 41% taught in rural settings, 35% taught in urban settings, and 23% taught in suburban settings. Most (93%) of the teachers considered the adult learning setting an appropriate setting to teach and learn about health. Nutrition was the most common health topic to have been discussed in ABE classes. Those teachers who had included health units in their ABE classes viewed health lessons as enhancing skills in the areas of dialogue and discussion, vocabulary building, reading, language development, and critical thinking. Overall, those adult educators who had taught health gave health high ratings as a content area supporting curriculum goals. Although teachers' definitions of health literacy tended to focus on health information, the idea of functional health literacy appeared to be gaining greater attention. It was concluded that health educators must collaborate with adult educators to enlarge the concept of functional health literacy and include more emphasis on skills to promote medical communication, access to health services, and patient advocacy. (MN)

ED 435 844 CE 079 438

Wilkinson, Kelly S., Ed.
Connecting Education with Careers. Business Education Association for Career and Technical Education Annual Convention Proceedings (Orlando, Florida, December 11-15, 1999).
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Business Education; *Career Education; Court Reporters; *Education Work Relationship; *Educational Needs; *Employer Attitudes; Employer Employee Relationship; Government Employees; Higher Education; Homosexuality; Job Skills; Learning Plateaus; Lesbianism; Needs Assessment; *Skill Development; State Government; State Surveys; Supervisory Training
IDENTIFIERS- Human Resource Specialists; Louisiana; Texas (Dallas); Texas (Fort Worth)

This document contains five refereed research papers on connecting education with careers through business education. "The Different Skill Levels Students Possess When Entering Computer Software Applications College Courses" (Michael McDonald) reports on a 1998 survey examining the perceived skill level differences of college students from six universities in five states who were enrolled in introductory computer applications courses. "Human Resource Managers' Perception of Nonverbal Communication" (Donald English, Janet Walker, Edgar Manton) presents the results of a survey of managers at the 200 largest companies in the Dallas/Fort Worth area. "Learning Plateaus in Student Skill Development: Perception of Court Reporting Instructors" (Joyce L. Sheets, Marcia A. Anderson) examines the rates and duration of learning plateaus among students learning court reporting skills. "Managers' Perceptions and Attitudes towards Gays and Lesbians in Business" (Lisa O'Hara, Bill McPherson) explores existing employer attitudes toward gays and lesbians and the types of

Information for Parents. Communique Special Edition, Fall 1996.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adjustment (to Environment); Interpersonal Competence; Intervention; Parent Child Relationship; Parent School Relationship; Parent Student Relationship; Parenting Skills; Prevention; *School Psychologists
IDENTIFIERS- *National Association of School Psychologists

This compilation features articles on topics of special interest to parents that have been previously printed in "Communique," the official newspaper of the National Association of School Psychologists (NASP). Articles include: (1) "Children and Their Attitudes Toward Reading: A Handout for Parents" (J. Mullein); (2) "About the Movie Ratings System" (M.D. Sissmsan); (3) "Psychological Tests: A Handout for Parents" (A. Canter); (4) "Trauma and Children: A Parent Handout for Helping Children Heal" (P.J. Lazarus); (5) "Interventions for Adolescents with Attention Disorders" (P. Dawson, R. Guare); (6) "Recommendations for Parents of Newcomer Students: How to Help Immigrant Teenagers Adjust in Their First Year" with Spanish translation (B. Pilon); (7) "Innovative Practice: Training for Parents of Immigrant Teens at Los Angeles Unified's Newcomer Center" (B. Pilon); (8) "Attachment: A Handout for Teachers" (N. Bayer, G. Citowitz, C. King); (9) "Attachment: A Handout for Parents" (N. Bayer, G. Citowitz, C. King); (10) "Homework Survival Guide: A Parental Handout" (P. Dawson); (11) "A School-Wide Social Skills Program: Parent Training" (C.C. Dee, S.M. Sheridan, R.N. Jones); (12) "Thomas Hehir and Federal Panelists Stress Need for School Psych Services" (K. Dwyer). Position statements on "Home School Collaboration," "School Violence," "Students with Attention Deficits," and "Student Grade Retention" are included. "Resolution on Children, Guns and Other Weapons" and "Resolution on Children and Violence in Media and Toys" of NAS are presented. (EMK)

ED 435 863   CG 028 693

School Safety. Communique Special Edition, Fall 1996.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administration; Educational Strategies; Interpersonal Competence; Intervention; Prevention; *School Psychologists; School Security
IDENTIFIERS- *National Association of School Psychologists

"Communique" is the "official newsletter of the National Association of School Psychologists" (NASP). This "Special Edition" of "Communique" is a compilation of twelve previously-published articles/pieces all of which touch on the theme of "School Safety." Articles in this issue include (1) "Creating Systemic Change: A Psychologist and Principal Co-Lead Student Councils" (N. Engel); (2) "Innovative Practice: University of South Florida Receives Grant for 'Stop and Think Community Partnership'" (H. Knoff); (3) "A School-Wide Social Skills Program: Parent Training" (C.C. Dee, S.M. Sheridan, R.N. Jones); (4) "Innovative Practice: Promoting 'Fair Play' in Schools" (F.L Wilczenski, R. Steegmann, M. Braun, F. Feeley, J. Griffin, T. Horowitz, S. Olson); (5) "Competent Kids in Safe

DESCRIPTORS- *Counseling Techniques; *Counselor Training;
*Credentials; Ethical Instruction; *Ethics; Experiments;
*Gestalt Therapy; *Professional Development
IDENTIFIERS- *Expertise

The purpose of this paper is to engender a healthy respect for Gestalt theory and techniques and the use of the techniques in the client's best interest and in the interest of positive professional and self-development in the practitioner. An overview of Gestalt techniques is provided, concentrating on the two category divisions of experiments and exercises. This paper focuses on clinical rather than non-clinical settings, in which there is a responsibility to engage in ethically sound strategies with clients. The discussion continues with an overview of the importance of ethical guidelines for licensed practitioners and the relative merits of credentialling, training, and expertise when preparing to engage in such techniques as those associated with Gestalt theory. Examples of experiments are provided which help illustrate the dilemma of the ethical issues involved in the implementing of Gestalt techniques. The paper concludes with a discussion of concerns expressed by experts, including inappropriate use of Gestalt techniques and inappropriate selection of clients, misuse and abuse of techniques, and the professional's personal sense of ethical behavior. (Contains seven references.) (GCP)

ED 435 883   CG 029 577

Titus, Janet C.; Dennis, Michael L.; Diamond, Guy; Godley, Susan H.; Babor, Thomas; Donaldson, Jean; Herrell, James; Tims, Frank; Webb, Charles
Treatment of Adolescent Marijuana Abuse: A Randomized Clinical Trial. Presentation 1: Structure of the Cannabis Youth Treatment Study.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Counseling Techniques; Drug Abuse;
*Intervention; *Marijuana; Models; Program Evaluation
IDENTIFIERS- *Outpatient Care

The Cannabis Youth Treatment (CYT) study is a multi-site randomized field experiment examining five outpatient treatment protocols for adolescents who abuse or are dependent on marijuana. The purpose of the CYT project is twofold: (a) to test the relative clinical effectiveness and cost-effectiveness of five promising interventions targeted at reducing/eliminating marijuana use and associated problems in adolescents; and (b) to provide validated models of these interventions to the treatment field. The description of the CYT project's structure includes a detailed list of study questions addressed by the study and an overview of the five experimental treatment interventions. The presentation includes discussions of the project's inclusion/exclusion criteria for the target population, research design, data sources, timeline for project and current status. The presentation concludes with an outline of the project's immediate next steps. (Contains 35 references.) (GCP) indicates that parental action is strongly determinative of school success and that family resources constrain the actions that families can take. The symposium case studies illustrate how the model works to create school success or failure. (Contains 16 references and 5 case studies.) (GCP)

ED 435 903   CG 029 603

Bakan, David
Anthropomorphism in Psychology.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Conference Papers; Emotional Experience; History; *Humanism; Individual Psychology; Psychological Studies; *Psychology; Research and Development; Self Concept; *Theory Practice Relationship
IDENTIFIERS- American Psychological Association; *Anthropomorphism; Aristotle; Hume (David); Kant (Immanuel); Skinner (B F)

This article presents an address on anthropomorphism in psychology. Anthropomorphism assures that human beings are given human characteristics when participating in psychological research. This is significant because the research community does not often report results of studies in the language of feelings, thoughts, or desires, which has led to the pathology of psychology. The paper gives the historical perspective on why this pathology has developed in the profession, and concludes that psychology must be tolerant of the unknown, or the mystery of life. (JDM)

ED 435 904   CG 029 604

Lewis, Judy, Ed.; Bradley, Loretta, Ed.
Advocacy in Counseling: Counselors, Clients, & Community.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; American Counseling Association, Alexandria, VA.
PUB DATE- 99
NOTE- 195p.; For the sixteen individual chapters separately analyzed, see CG 029 605-620.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Advocacy; Alaska Natives; American Indians; Bias; Bilingualism; Blacks; Correctional Rehabilitation; Counseling; *Counselor Role; Drug Rehabilitation; Empowerment; Family Violence; Females; Hispanic Americans; Homosexuality; Lesbianism; Mental Health; Older Adults; Organizations (Groups); Racial Bias; Sex Fairness; Social Action; Youth
IDENTIFIERS- Addictive Behavior; American Counseling Association; Latinas; Latinos; Mixed Race Persons; Traditional Healing; Transsexuals

The sixteen chapters in this volume were selected from advocacy theme papers written by members of the American Counseling subsamples of seniors from previously participating classes receive follow-up questionnaires by mail each year. Information from the follow-up studies is examined in this monograph. The information concerns changes in drug use during the first 10 years after high school, and specifically focuses on the ways in which social roles and experiences in post-high school years relate to the use of cigarettes, alcohol, marijuana, and cocaine. Chapter one is an introduction, and chapter two provides a description of the sample in terms of roles and experiences of each group at intervals post- high school. Chapters three, four, five, and six are devoted to types of drug use. Chapter seven summarizes the impacts of post-high school roles and experiences on drug use. Some general conclusions from the analyses include: (1) among full-time college students there is a larger than average increase in alcohol use; (2) being married is associated with reduction in use of alcohol; and (3) military service is associated with increased use of cigarettes and alcohol. (Contains 81 references and 26 tables) (JDM)

ED 435 925   CG 029 626

Bachman, Jerald G.; Johnston, Lloyd D.; O'Malley, Patrick M.
The Motoring the Future Project after Twenty-Two Years: Design and Procedures. Monitoring the Future Occasional Paper No. 38. Update .
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Behavioral Science Research; Cultural Context; Drug Use; Environmental Influences; High School Seniors; High Schools; Illegal Drug Use; Individual Activities; Late Adolescents; Material Development; *Multivariate Analysis; Questionnaires; Research Methodology; School Role; Social Behavior; Sociocultural Patterns; Student Surveys; *Trend Analysis; Young Adults
IDENTIFIERS- Institute for Social Research MI; Longitudinal Studies Program (NCES); *Monitoring the Future

The purpose of this paper is to provide a detailed description of the Monitoring the Future research design, including sampling, data collection procedures, measurement content, and questionnaire format. Monitoring the Future is designed to assess the changing lifestyles, values, and preferences of American youth on a continuing basis. Since the project started there has been a dramatic change in attitudes and behaviors that the project has been able to monitor, particularly concerning drug use. One important reason is that the basic study design described in the initial paper has remained constant in its fundamental characteristics and this consistency in survey methods is seen as a key condition for successfully measuring change. From the outset, the project was designed with two interrelated components, an annual nationwide survey of high school seniors, and a periodic follow-up questionnaire mailed to subsamples of each class cohort. The project has monitored four kinds of trends: (1) changes common to all cohorts in a given historical period; (2) maturational changes or age effects which show up consistently in the longitudinal data; (3) changes from one graduating class to another; and (4) longitudinal changes reflecting the

DESCRIPTORS- Crime Prevention; Elementary Secondary Education; Prevention; *School Safety; Schools; Student School Relationship
IDENTIFIERS- ERIC Digests; Intentional Learning Module

The National Center for Educational Statistics 1998 Report stated that one in ten schools in their sample reported at least one violent crime over the past year. To promote school safety, educators have used traditional law enforcement methods that rely heavily on surveillance, penalties, and punishment. These methods applied to schools can be effective but they carry major negative side effects, including a large financial burden. This digest represents an alternative approach to creating and maintaining safe schools. The approach, known as Invitational Education, provides a framework for making schools more exciting, satisfying, and enriching. Invitational Education centers on four guiding principles of respect, trust, optimism, and intentionality. The Five P's of the concept, people, places, policies, programs, and processes, provide the means to address the global nature and symbolic structure of schools. It expands the education process by applying steady and continuous pressure from a number of points. Rather than relying on one program, one policy, or one process, Invitational Learning addresses the total spirit within a school. It is concerned with more than grades, attendance, academic achievement, discipline, and test scores. It is concerned with the skills of becoming a decent and productive citizen in a democratic society. (JDM)

ED 435 947 CG 029 652

Myers, Jane E.; Gibson, Donna M.
Technology Competence of Counselor Educators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Competence; Computer Assisted Instruction; Computer Literacy; *Counselor Educators; Counselor Training; Educational Technology; Graduate School Faculty; Higher Education; Measures (Individuals); National Surveys; Performance Based Assessment; Performance Technology; Professors
IDENTIFIERS- *Association for Counselor Educ and Supervision; ERIC Digests

The increasing availability of inexpensive computer applications has become a major force in promoting the infusion of technology into the counseling field, yet the extent to which counselors and counselor educators use these resources is largely unknown. This Digest describes a survey to assess how competent counselor educators are in the technology skills they require their students to possess. The results of the Association for Counselor Education and Supervision (ACES) survey on technology competencies for counselor educators and students indicate that counselor educators and counseling students lack a uniform high level of technology competence. Given the likelihood that individuals interested in technology completed the survey, the results may overestimate the actual level of competence among counselor educators and students. The paper suggests that research is needed to determine the relative importance of each of the technology competencies in

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Case Studies; Classroom Techniques; Elementary Education; Instructional Effectiveness; *Literacy; *Reading Instruction; *Reading Programs; Teacher Role
IDENTIFIERS- *Balanced Reading Instruction

This book explains the methodologies, techniques, strategies, and knowledge base necessary to achieve a balanced reading program. The book's contributors define the key elements in a balanced reading program and provide guidelines for implementing a balanced instructional program in the classroom. Following an introduction which addresses essential elements of a balanced program, chapters in the book are: (1) "The Perspective of the Balanced Approach" (Dixie Lee Spiegel); (2) "Balancing Vocabulary Instruction with Teacher-Directed and Student-Centered Activities" (Richard A. Thompson); (3) "Comprehension Instruction in a Balanced Reading Classroom" (Susan M. Blair-Larsen and Kerry M. Vallance); (4) "Literature in a Balanced Reading Program" (Eileen M. Burke); (5) "Assessing Literacy Learners: A Tale of Two Children" (Delores E. Heiden); (6) "Achieving a Balance in First-Grade Instruction" (E. Jo Ann Belk); (7) "Implementing a Balanced Beginning Reading Program in Culturally and Linguistically Diverse Classrooms" (Jan E. Hasbrouck and Milly Schrader); (8) "Balanced Literacy Instruction in the Elementary School: The West Hanover Story" (Barbara A. Marinak and William A. Henk); and (9) "The Balancing Act: Balanced Reading Instruction in Action" (Kathryn A. Williams). (NKA)

ED 435 968 CS 013 745

Standards and Guidelines of the Reading Recovery TM Council of North America. Third Edition: Fall 1998.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Early Intervention; *Literacy; *National Standards; Primary Education; Program Implementation; Reading Difficulties; *Reading Instruction
IDENTIFIERS- *Reading Recovery Projects; Teacher Leaders; Training Centers

This booklet outlines the Reading Recovery Council of North America's (RRCNA) standards and guidelines for those who are responsible for the establishment and maintenance of effective Reading Recovery and/or "Descubriendo La Lectura" sites. The standards are deemed essential for assuring quality services to children and effective implementation of the program, based on research of the most effective practices. The booklet is divided into the following sections: (1) Introduction and Rationale; (2) What Is RRCNA/Reading Recovery/Descubriendo La Lectura?; (3) Reading Recovery/Descubriendo La Lectura Sites; (4) Reading Recovery/Descubriendo La Lectura Teachers; (5) Reading Recovery/Descubriendo La Lectura Teacher Leaders; (6) University Training Centers for Reading Recovery/Descubriendo La Lectura; (7) Reading Recovery/Descubriendo La Lectura Trainers; (8) Reading Recovery Teacher Leader Specialists; (9) Policy for Exemptions; and (10) Appendix A: Codes of Ethics. (NKA)

Kindergarten through grade 3; (2) significant increases for every test and every subtest at every grade level; (3) significant gains on the TAAS Practice Test; and (4) increases were greater for grade 1 than for grades 2 and 3. Findings suggest that the program is effective and that getting such a program established in the earliest grades provides the greatest possibility of success. Contains 11 tables of data. (RS)

ED 435 989 CS 216 908

Tichenor, Stuart
Technical Writing II: Engl 2033, 1998-1999.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business English; Course Content; Course Descriptions; *Editing; Educational Objectives; Higher Education; *Proposal Writing; *Research Reports; *Technical Writing; *Writing Skills
IDENTIFIERS- Oklahoma State University Okmulgee; *Writing Models; *Writing Style

This course instruction manual for Oklahoma State University-Okmulgee's Technical Writing II Course emphasizes preparation, data collection, organization, style, and format in the composition of memos, business letters, resumes, reports, and proposals. Major course objectives include organizing, composing, and presenting memos, letters, and reports in acceptable professional formats and application of various technical and stylistic guidelines. After the initial course objectives, grading policy, and memo to students, the manual includes four sections. The first section (Technical Writing Basics) provides a review of purpose, audience, persuasive strategies, and other technical considerations. The second section (Revising and Editing) provides guidance in using various words and tenses, using transitions, avoiding sexism in writing, and editing. The third section (Memos, Business Letters and Resumes) presents explanations and examples of correct formats for memos, business letters, letters of introduction and application, and good/bad news, sales, inquiry, complaint, and adjustment letters. The fourth section (Reports and Proposals) presents explanations and examples for internship, incident, problem-solving, progress, informal, and formal reports. (EF)

ED 435 990 CS 216 914

Stephens, Diane, Ed.; Story, Jennifer, Ed.
Assessment as Inquiry: Learning the Hypothesis-Test Process.
PUB DATE- 00
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Classroom Observation Techniques; Elementary Secondary Education; *Individualized Instruction; Language Arts; *Learning Processes; *Student Evaluation; *Teacher Behavior
IDENTIFIERS- Assessment Literacy; Assessment of Performance in

in Greece and "impersonal communication," when the first formal education in communication was not theoretical, but applied. The paper points out that although some attention was given to arrangement, the emphasis was on logic, proof, and plausibility. Rhetoric which convinced and which got results was "good rhetoric." It also notes that rhetoric was tied to public oratory and was used in the formal schooling of Roman boys. The paper also states that during the medieval period, when the first universities were formed, rhetoric was one-third of the "trivium," an undergraduate education of grammar, rhetoric, and logic. According to the paper, that began to change in 1947 with the arrival at the University of Denver of Elwood Murray, a scholar who believed that it would be worthwhile to study and teach "interpersonal communication." The paper then considers the contributions of some scholars who came after Murray, such as Evelyn Sieburg and Gregory Bateson, and discusses one interpersonal variable, "confirmation." It concludes that some ways of relating are more satisfying than others: they are humanizing; they are individuating; and they are confirming. Making sense and making contact are not mutually exclusive. (NKA)

ED 436 012 CS 510 167

Lemon, Hallie S.
Discourses of Power: Feminine Centers of Electronic Discourse Communities.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Conference of the National Council of Teachers of English (Denver, CO, November 18-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Communication Research; *Computer Mediated Communication; Freshman Composition; Higher Education; *Instructional Effectiveness; *Listservs; *Sex Differences
IDENTIFIERS- *Communication Behavior

Analysis of the difference between male-centered and female-centered electronic discourse communities identifies patterns which may exclude or privilege individual females. This paper characterizes female-centered electronic dialogue through studying the roles of Sarah and Rachel, women in two separate sections of first-year English who became the central figures in each class's listserv; male-centered dialogue is represented by Josh and Kelsey who dominated the third class section. Each class exhibited a different pattern: (1) Sarah led a supportive but subjective interchange; (2) Rachel centered a lively, idealistic, often confrontational exchange; and (3) Josh and Kelsey reduced the intellectual level of the electronic conversations through sarcasm and insults. Their aggressive, male interaction negatively affected the quality of listserv discourse. Clear gender distinctions are apparent when samples are studied from the three classes; his/stories differ from her/stories. Through analysis of sample electronic entries from all three sections, tabulation of number and length of male and female responses, and comparison of grades for the listserv assignment, the paper shows how the males' "one-up" behavior had a negative impact on the electronic conversation. Contains 6 references; a listserv posting is attached. (Author/RS)

ED 436 013 CS 510 168

(3) developing a student profile to help provide a deeper understanding of an individual's unique interests, styles, and abilities; (4) establishing principles of a differential curriculum for the gifted/talented; (5) developing approaches that can be used to meet the needs of the gifted learner in the regular classroom, such as changes in the content of the curriculum, the processes that engage the students, the products of their studies, and the learning environment; (7) identifying specific content changes that can be used, including acceleration, telescoping, compacting, independent study, tiered assignments, and learning centers; and (8) developing different curricular models for gifted students, including learning through broad based themes, learning through case studies, and learning through problem solving. Throughout the text, additional recommended reading material is provided. Appendices include a list of programming options, a teacher planning guide, forms for individual education plans, and evaluation forms for gifted behaviors and class assessment. (Contains 77 references.) (CR)

ED 436 034   EC 306 739

Responding to Critical Incidents: A Resource Guide for Schools.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Coping; *Counseling Services; Elementary Secondary Education; *Emergency Programs; *Emotional Disturbances; Natural Disasters; *Policy Formation; School Policy; *School Role; Staff Role; Suicide
IDENTIFIERS- *Critical Events

This resource guide is intended to assist schools in developing protocols for responding to critical incidents. It focuses on proactive plans to deal with the traumatic aftereffects of a critical incident which affects some or all of the members of a school community. The guide outlines a generic protocol which includes steps to be undertaken in response to a critical incident and includes materials to help school staff understand and carry out their support functions after a crisis. Information is provided on factors that make an event a critical incident, planning for dealing with emergencies, and setting up response teams. Steps for establishing a critical incident response plan are described and include: (1) gathering the facts; (2) contacting the school district; (3) activating the school team; (4) communicating with staff; (5) setting up counseling centers; (6) talking with students; (7) informing parents; (8) providing funeral information; (9) conducting a team review; and (10) planning remembrance activities. Appendices include information on establishing counseling drop-in centers, guidelines for a grief support group, critical incident stress debriefing, understanding and coping with grief, alternate programs, suicide warning signs and ways to help, and material for parents following a critical incident. A list of related resources is provided. (CR)

ED 436 035   EC 307 498

Smith, Barbara J.; Rapport, Mary Jane K.
Early Childhood Inclusion Policy and Systems: What Do We Know?

Quinn, Mary Magee; Rutherford, Robert B., Jr.; Osher, David M.
Special Education in Alternative Education Programs. ERIC Digest E585.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; Prepared in collaboration with the Center for Effective Collaboration and Practice.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Disorders; Delivery Systems; Elementary Secondary Education; *High Risk Students; Individualized Education Programs; Integrated Services; Intervention; *Nontraditional Education; Special Classes; *Special Education; Student Evaluation; Transitional Programs
IDENTIFIERS- ERIC Digests; *Functional Assessment; Individuals with Disabilities Educ Act Amend 1997

This digest identifies seven essential elements of effective programs for students in alternative programs because they have dropped out, are at risk for dropping out, or have behavior disorders that require special education outside the general education setting. Such alternative programs offer flexible curricula that can address the unique social, behavioral, emotional, cognitive, and vocational needs of each student. The seven essential elements are: (1) functional assessment that identifies student strengths and skill deficits; (2) functional curriculum that meets the student's individual needs; (3) effective and efficient instruction aligned with functional assessment measures and the curriculum; (4) transition into and out of the alternative setting; (5) comprehensive systems that coordinate special education and treatment services; (6) appropriate staff, resources, and procedural protections for students with disabilities as required under the 1997 amendments to the Individuals with Disabilities Education Act; and (7) supportive climate in which students feel welcome, safe, and valued. (DB)

ED 436 055 EC 307 519

Lieberman, Lauren
Recreation and Leisure. DB-LINK Fact Sheet. Revised.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 8p.; For previous version of this fact sheet, see ED 395 444.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Children; *Deaf Blind; Educational Principles; Individual Development; *Leisure Education; Program Development; *Recreational Activities; Student Participation; Teaching Methods

This brief guide presents principles and suggestions to help individuals who are deaf-blind enjoy and benefit from participation in recreational activities. Some considerations discussed are to: (1) start with the individual and determine

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *Master Plans; *Public Schools; *School Construction
IDENTIFIERS- *Australia

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter of the guide provides advice on how to set up a master planning team and establish a plan for quickly completing the building process. It provides an overview of the planning process, discusses the skills required in the planning team, explores task assignments and time allocation for each, examines how to set key targets, and reviews value management and life-cycle costing. Specific topics address such areas as the business plan development, building access, financial planning, and school and community consultation. Illustrations outlining the planning processes are included. (GR)

ED 436 073 EF 005 502

Odell, John H.
Making the Most of Your School Site. School Buildings Planning, Design, and Construction Series No. 2.
PUB DATE- 95
NOTE- 26p.; For other booklets in this series, see EF 005 501-508.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *Public Schools; *School Construction; *Site Selection
IDENTIFIERS- *Australia

A school construction guide offers key personnel in school development projects information on the complex task of master planning and construction of schools in Australia. This chapter of the guide provides advice on site selection covering selection criteria; traffic issues; and site services, such as water, power, and sewer. Additionally discussed are tips on state government planning proposals; environmental considerations, such as flooding control, landscaping, site drainage and erosion control; safety; public and private transport needs; recreational facilities; and other site facilities and services, such as roads and paths, sewage disposal, and communication systems for support staff. (GR)

ED 436 074 EF 005 503

Odell, John H.
Principles of Good School Building Design. School Buildings Planning, Design, and Construction Series No. 3.
PUB DATE- 95
NOTE- 41p.; For other booklets in this series, see ED 005 502-507.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

the Internet and a list of language testing resources on the Internet. (SM)

ED 436 094 FL 026 078

Barfield, Andrew, Ed.; Betts, Robert, Ed.; Cunningham, Joyce, Ed.; Dunn, Neil, Ed.; Katsura, Haruko, Ed.; Kobayashi, Kunihiko, Ed.; Padden, Nina, Ed.; Perry, Neil, Ed.; Watanabe, Mayumi, Ed.

JALT98 Proceedings. The Proceedings of the JALT Annual International Conference on Language Teaching/Learning & Educational Materials Expo. Focus on the Classroom: Interpretations (24th, Omiya, Saitama, Japan, November 20-23, 1998).

PUB DATE- 99

NOTE- 275p.

LANGUAGE- English; Japanese

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Action Research; Audiotape Recordings; Career Exploration; Chinese; Computer Uses in Education; Creative Teaching; Discourse Analysis; Drama; Electronic Mail; *English (Second Language); Faculty Development; Foreign Countries; Global Approach; Grammar; Higher Education; Independent Study; Inservice Teacher Education; Language Fluency; Language Teachers; Metalinguistics; Music; Oral Communication Method; Portfolio Assessment; Pronunciation; Questionnaires; Reading Ability; Second Language Instruction; *Second Language Learning; Secondary Education; Self Evaluation (Individuals); Student Attitudes; Teacher Attitudes; Textbook Preparation; Theory Practice Relationship; Total Quality Management; Computer Assisted Language Learning; Conversation; Japan; Science Writing

IDENTIFIERS- Computer Assisted Language Learning; Conversation; Japan; Science Writing

This volume includes papers presented at the 1998 Japan Association for Language Teaching Conference. Section 1, "Voices of Experience," includes: "Towards More Use of English in Class by JTEs" (Midori Iwano); "Paperless Portfolios" (Tim Stewart); "Textbook Creation in Reverse Order for Chinese" (Chou Jine Jing); "Career Exploitation Activities for EFL Learners" (Kristin Johannsen); "Lights Up: Drama in the ESL Classroom" (James Welker); "Managing a Successful E-mail Exchange" (Katsumi Ito and Dorothy Zemach); "Preparing for the Possibilities of DVD: Exploiting Language in TV Commercials" (Tim Knowles); "Theme Music Presentation" (Dale Haskell); "Outside Taping for Fluency" (David Kluge and Matthew A. Taylor); "Content and Creation: Student-Generated Textbooks" (Paul Borg and Richard Humphries); "Preparing Students for the Electronic World" (Steve Witt); "Activities for the Independent Learner" (Steve Petrucione and Stephan Ryan); and "Learner Autonomy in Japanese Classrooms: An Exchange of Views" (Leni Dam, David Little, Haruko Katsura, and Richard Smith). Section 2, "Voices of Observation," includes: "Entrapped by Understanding: The Use of the First Language" (Hannah Pillay); "Diagnostic Analysis of Motivational Factors in ESL" (Naoyuki Naganum); "In-Service Training with Japanese Teachers" (Judith Lamie); "Applications of Community Language Learning in Japan" (Tim Greer); "Total Quality Management in the Classroom" (Giles Parker); "Promoting English Use in the EFL Classroom" (Andrew MacNeill, James M. Perren, and Kevin Sullivan); "Discourse-Oriented Pronunciation Activities" (Don Hinkelman and Jerald Halvorsen); "Conversation Teaching Meets Discourse Analysis" (Dominic Cheetham); "Are Japanese Weak at Grammar, Too?"

PUB DATE- 99

NOTE- 7p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Software Development; Computer Uses in Education; Cooperative Learning; Course Evaluation; *Courseware; *Educational Technology; Higher Education; *Hypermedia; Instructional Design; Preservice Teacher Education; *Problem Solving; Student Developed Materials; Student Projects

IDENTIFIERS- Learning Environments; Technology Integration; Technology Utilization

Pre-service elementary education teachers who were enrolled in an educational technology course participated in a semester-long collaboration with technology. The course provided them with the opportunity to apply previously learned theory and to assess, design, develop, and implement solutions to educational problems. The course culminated in student identification of an educational problem or situation that could be addressed by using electronic presentation software. Students were required to identify the problem, conduct a needs analysis, and present an informal presentation describing the problem and the proposed product. Students were then given approximately 6 weeks to design and develop hypermedia software to enable a learner to work with the technology to arrive at a potential solution. Students completed a survey indicating their feelings about the course. Findings indicated that students recognized the value of collaborative leaning in the development of a multimedia project, gained more from a studio-based class than through formal presentations, and were able to share a variety of ways that electronic presentation software can be used to enhance classroom instruction. (MES)

ED 436 115 IR 019 738

Murdock, Peggy O'Hara; McClure, Christopher; Lage, Onelia G.; Sarkar, Dilip; Shaw, Kimberly

MAPP: A Multimedia Instructional Program for Youths with Chronic Illness.

SPONS. AGENCY- Office of Public Health and Science (DHHS), Washington, DC. Office of Population Affairs.

PUB DATE- 99

NOTE- 10p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, March 28-30, 1999); see IR 019 734.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescent Attitudes; Adolescents; Attitude Change; Childhood Attitudes; *Chronic Illness; Computer Assisted Instruction; Expert Systems; Instructional Effectiveness; Material Development; *Multimedia Instruction; Multimedia Materials; *Patient Education; Preadolescents; Pregnancy; Pretests Posttests; Program Effectiveness; Program Evaluation; *Sex Education

IDENTIFIERS- University of Miami FL

The Multimedia Approach to Pregnancy Prevention (MAPP) is an expert intelligence multimedia program administered in outpatient and inpatient clinics in the University of learning strategy and summarization within a computer-based chemistry and physics program. High school students worked individually or in cooperative dyads to complete science instruction; half of them completed summaries over the instructional content when directed to do so. The study examined the effects of learning strategy and summarization on posttest and enroute performance, attitude, time-on-task, and cooperative interaction behaviors. (Contains 53 references.) (Author/MES)

ED 436 134 IR 019 759

Klein, James D.; Cavalier, Jamie C.
Using Cooperative Learning and Objectives with Computer-Based Instruction.
PUB DATE- 99
NOTE- 12p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; Courseware; Earth Science; Goal Orientation; Grade 5; Grade 6; Instructional Design; *Instructional Effectiveness; *Intentional Learning; Intermediate Grades; Intermode Differences; Learning Strategies; Pretests Posttests; Science Instruction; *Student Educational Objectives

The purpose of this study was to investigate the effect of implementing cooperative learning and objectives with computer-based instruction (CBI). Subjects were 125 fifth and sixth grade students. Cooperative dyads and individuals worked through a CBI earth science program that contained either instructional objectives, advance organizers, or no orienting activities. Results indicated that students who received instructional objectives performed significantly better on intentional posttest items than students who received either advance organizers or no orienting activities. Results also revealed that dyads who received objectives exhibited significantly more on-task group behaviors, more helping behaviors, and fewer off-task behaviors than dyads in the other orienting activity conditions. Furthermore, learning strategy influenced time on task; individuals spent significantly more time on instruction and practice than cooperative dyads. Implications for CBI developers are explored. (Contains 52 references.) (Author/MES)

ED 436 135 IR 019 760

Bichelmeyer, B. A.; Hsu, Yu-chen
Individually-Guided Education and Problem-Based Learning: A Comparison of Pedagogical Approaches from Different Epistemological Views.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

Virtual Classrooms

This qualitative study examined the structure and interaction in an online course from the meaning-perspectives of the actors involved. Participants were a teacher and teaching assistant who taught a graduate course in distance education at Arizona State University, delivered through a computer conferencing system. Data collected included interviews, observations, and messages posted by participants to a virtual classroom environment. Findings suggested that, while teachers conceded that they spent more time teaching an online course than a traditional face-to-face course, they believed the online teaching experience to be a worthwhile endeavor. In the context of an online course, teachers felt that they were more present and available for students than in a traditional course. Results of the study also suggest that students displayed better commitment to their work in an online course than a traditional course, because they have close interaction with the teacher. This close interaction can offset the lack of control the students may feel in a highly structured distance course. The personality, emotions, philosophy, and educational background of the teacher determine the structure and design of an online course, including the amount of interaction and time the teacher spends on online activities. (Author/MES)

ED 436 155   IR 019 780

Mitchell, Marlon R.

Effects of Faculty Motivation in Distributive Education Environments at Institutions of Higher Education.

PUB DATE- 99

NOTE- 8p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; College Faculty; *Distance Education; *Educational Environment; Educational Theories; Higher Education; Job Satisfaction; Self Efficacy; Teacher Attitudes; *Teacher Motivation; Teacher Surveys

IDENTIFIERS- Administrator Surveys

This research utilizes a survey to gather data about faculty motivation toward distributive education (DE), focusing on the three innermost rings of Don Olcott's Institutional Support Framework: faculty; promotion and tenure, compensation, training, and release time; and faculty senate, deans, president/provost, and chairs. The sample for the study was selected from a list of technology users (faculty and administrators) who subscribe to Indiana Higher Education Telecommunications Services (IHETS) for delivery of instructional services. The questionnaire was distributed via e-mail and focused on three themes--faculty demographics, job satisfaction, and early socialization. In order to examine the effect of DE on faculty motivation, the following three factors were evaluated: (1) differences in motivation of faculty according to career status; (2) difference in administrative and faculty perceptions of reward structure; and (3) difference in motivation to teach via distance. It is concluded that faculty are intrinsically motivated to teach in DE. Motivation theory supplies a foundation upon which faculty socialization to DE can be built. Theories such as goal setting, participant modeling, and intrinsic motivation can be used to foster an was negatively influenced if the site had no distracters when in the nonlinear navigation mode. (Author/MES)

ED 436 174 IR 019 799

Wang, Jianjun; Young, Michael F.; Barab, Sasha A.; Guan, Yi
The Effects of Goal Intentions on Problem Solving and Reading Comprehension in Generative Hypertext Processing.
PUB DATE- 99
NOTE- 9p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Objectives; Comparative Analysis; Higher Education; *Hypermedia; *Instructional Design; Instructional Effectiveness; Interaction; Learning Processes; *Navigation (Information Systems); Pretests Posttests; *Problem Solving; *Reading Comprehension
IDENTIFIERS- *Generative Processes; *Linear Relationships

This study employed a 2x2 (Generative Activities by Navigational Activities) post-test only research design in examining learning while using a hypertext system in a linear, navigational, linear generative, or navigational generative format. Participants were 43 undergraduate students. In the first experiment, participants were assigned to one of the four conditions and expected to learn the information to solve a posed problem, while students in the second experiment learned the information to pass a reading comprehension test. Results from the first experiment revealed that students in the navigational condition outperformed those in the linear condition with respect to their problem solving score. While there was no significant difference between generative and non-generative conditions, the study found that there was an interaction indicating that generative activity may inhibit navigational hypertext systems in problem solving. The second experiment revealed significant differences between generative and non-generative conditions. While no significant difference between linear and navigational conditions with respect to reading comprehension scores was found, learners' reading comprehension raw score and dwell time revealed that learners assigned the linear conditions outperformed those assigned navigational conditions; this effect was canceled by dwell time in the final analysis. In both experiments the computerized text used was identical. (Contains 44 references.) (MES)

ED 436 175 IR 019 800

Land, Susan M.; Greene, Barbara
Project-Based Learning with the World Wide Web: A Qualitative Study of Resource Integration.
PUB DATE- 99
NOTE- 10p.; In: Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association for Educational Communications and Technology AECT (21st, Houston, TX, February 10-14, 1999); see IR 019 753.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coherence; Computer Uses in Education; Cooperative

College Priorities, Performance-Based Incentives--District-Based Goal, and Public Service Offerings. Programs in five academic disciplines, adult and developmental education and English as a Second Language, and 25 occupational/vocational program areas are examined in the Results of Fiscal Year 1999 College Program Reviews. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level to promote accountability, quality and productivity. The report closes with recommendations: (1) the colleges should continue efforts to ensure that collection of noncredit student data can be fully reported to the board; (2) the colleges should explore strategies to accommodate the varying needs of students for credit and noncredit instruction, particularly in occupational areas that are dependent on constantly changing technology; and (3) the board should develop a process to simplify the review and approval of requests for new short-term certificates of less than 30 semester credit hours. Appended are Community College Program Review Summary Tables. (VWC)

ED 436 193 JC 000 008

Illinois Community College System Results Report, Fiscal Year 1999.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Community Colleges; *Cost Effectiveness; Educational Assessment; Educational Planning; Educational Quality; Performance Factors; *Productivity; Program Effectiveness; Program Evaluation; *State Colleges; State Standards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This is the first annual Results Report for the Illinois Community College System. For each of the six statewide goals, the report provides information on stated Illinois Community College Board (ICCB) and college priorities, common and individual college initiatives and actions, and state-level initiatives that support the goal. ICCB staff review the statewide data that are routinely collected from the colleges, as well as many performance indicators that currently exist in a number of accountability initiatives, such as the Performance-Based Incentive System, Perkins Plan, the Workforce Investment Act, and others to determine useful benchmarks for documenting progress toward the statewide goals. These goals are as follows: (1) to sustain strong economic growth; (2) to join with elementary and secondary schools to improve teaching and learning at all levels; (3) not to deny any Illinois citizen an opportunity for a college education because of financial need; (4) to increase the number and diversity of citizens completing training and education programs; (5) to hold students to even higher expectations for learning and for the colleges and universities to be held accountable for the quality of academic programs and assessment of learning; and (6) to continually improve productivity, cost-effectiveness, and accountability. (VWC)

ED 436 194 JC 000 009

Carreiro, Jose; Guffey, J. Stephen; Rampp, Lary C.
A Paradigm for the Training of Part-Time Teachers in Community Colleges.
PUB DATE- 99

institutions; direct mail is the best method for reaching students; radio, television, movie theater, billboard, and athletic department advertising are not very effective; and students prefer simple, bold graphics and advertising slogans that motivate and inspire confidence. Contains list interview questions, table of student responses, and examples of potential slogans and logos. (RDG)

ED 436 213 JC 000 029

Front Range Community College Quality Indicators Report, Academic Year 1997-98.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Annual Reports; Community Colleges; Educational Improvement; Government School Relationship; *Institutional Evaluation; *Institutional Research; Quality Control; State Regulation; Two Year Colleges
IDENTIFIERS- Front Range Community College CO

This self-study was conducted at Front Range Community College (Colorado) and completed under the provisions of the Colorado 1996 Higher Education Quality Assurance Act. The report is divided into six sections, one for each required accountability indicator: (1) Business Partnerships and Satisfaction; (2) Faculty and Staff Development; (3) Providing Access to Education through Flexible Scheduling, Technology and Other Means; (4) Enhancing Campus Diversity; (5) Student Satisfaction with Academic, Administrative and Student Services; (6) Responsiveness to Community Needs. Overall, the following comments may be made from the information for the academic year 1997-98: (1) the college continued to experience significant increases in community partnerships; (2) expenditures for staff development increased more than $85,000 since 1996-97; (3) enrollments increased in telecourses or non-traditional enrollment, but compressed courses declined in total course offerings; (4) minority student enrollment at the college exceeded its service area availability of minority college age students, except for Hispanic students; (5) student satisfaction with instruction received a 97% rating; and (6) career planning/guidance and course advising continued to show a decline in the level of satisfaction. (EMH)

ED 436 214 JC 000 030

Draper, Samuel; Hazelton, Nancy; McNamara, James; Kahn, Robert
The Mentor/Talented Students Honors Program at SUNY Rockland.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (Nashville, TN, April 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Honors Curriculum; Innovation; *Intercollegiate Cooperation; Outcomes of Education; Partnerships in Education; *Program Development; *Transfer Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- Rockland Community College NY

This paper consists of four sections by different authors.

use classroom computers occasionally, mostly for drill-and-practice, although more early childhood teachers are selecting more open-ended programs. Children use instructional software even less at home, even if it is present, and far less often than games. Research suggests that computers are potential catalysts for social interaction and cognitive play, with children's interactions affected by the software being used. The paper considers changes in the adult's role as the nature of computer use has changed, and notes that with careful attention to establishing physical arrangements, giving assistance, selecting software programs, and enhancing learning, adults can optimize the computer's advantages. (Contains 45 references.) (KB)

ED 436 232 PS 027 722

Clements, Douglas H.
Geometric and Spatial Thinking in Young Children.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; Child Development; Cognitive Development; Concept Formation; Developmental Stages; Early Childhood Education; Educational Practices; *Geometry; Imagery; Map Skills; *Mathematical Concepts; *Mathematics Education; *Mathematics Instruction; Piagetian Theory; Primary Education; *Spatial Ability; Theory Practice Relationship; Visualization; *Young Children
IDENTIFIERS- Shapes

Although geometry and spatial reasoning are important as a way to interpret and reflect on the physical environment and also form the foundation for learning mathematics and other subjects, many early childhood and primary school teachers spend little time instructing their students in these areas. This paper examines how young children learn about space and geometry, discusses how they think about specific concepts in this area, and presents activities and teaching approaches that early childhood educators can use to help them develop. Section 1 of the paper examines how children learn about space and geometry and begins with an examination of Piaget's belief that children have constructed "perceptual space" by infancy but develop ideas about space through action; this is followed by a discussion of children's exploration of shapes by touch, drawing of shapes, and the development of perspective taking. This section also describes levels of geometric thinking--from a holistic, unanalyzed visual beginning through description to an analysis of geometric figures--and discusses the important role of education in this development. Section 2 discusses how children of different ages think about salient mathematical concepts: shape, spatial orientation, and spatial visualization and imagery. Section 3 presents suggestions for instructing young children, including use of manipulatives and pictures, computer manipulatives, and the Agam program to develop the visual language of young children. The paper concludes by noting that it is essential that geometry and spatial sense receive greater attention in instruction and research. (Contains approximately 60 references and 11 figures). (KB)

ED 436 233 PS 027 851

Harris); (7) "Casework Practice with Fathers of Children in Kinship Foster Care" (John M. O'Donnell); (8) "Kinship Care When Parents Are Incarcerated" (Creasie Finney Hairston); (9) "Child-Rearing Perspectives of Grandparent Caregivers" (Olga Osby); (10) "The Effect of Caregiver Preparation and Sense of Control on Adaptation of Kinship Caregivers" (Donna D. Petras); (11) "Caregiver Burden in Kinship Foster Care" (Rocco A. Cimmarusti); and (12) "Future Directions for Research on Kinship Care" (James P. Gleeson and Creasie Finney Hairston). (Each chapter contains references and 34 tables). (KB)

ED 436 250 PS 028 086

Seefeldt, Carol, Ed.
The Early Childhood Curriculum: Current Findings in Theory and Practice. Third Edition. Early Childhood Education Series.
PUB DATE- 99
NOTE- 320p.; For individual papers in this collection, see PS 028 087-098.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Activities; Childrens Art; Cultural Pluralism; Curriculum Development; *Early Childhood Education; *Elementary School Curriculum; Emergent Literacy; Inclusive Schools; Integrated Curriculum; Mathematics Education; Movement Education; Multicultural Education; Music Education; Play; *Preschool Curriculum; Science Education; Social Studies; Theory Practice Relationship; *Young Children

Continuing pressures on all of education to fully prepare children for the role of citizen intensifies the need for early childhood educators to respond to the questions of what is taught and what content young children are learning. Designed as a resource for early childhood educators, this book offers an overview of various theories, research bases, and practices in curriculum content areas in early childhood education and addresses current issues such as inclusion and multiculturalism. The chapters of the book are: (1) "Determining the Early Childhood Curriculum: The Evolution of Goals and Strategies through Consonance and Controversy" (Leslie R. Williams); (2) "A Review of Research on Play" (Doris Pronin Fromberg); (3) "Oral Language in the Early Childhood Classroom: Building on Diverse Foundations" (Celia Genishi and Rebekah Fassler); (4) "Emergent Literacy: What Research Reveals about Learning To Read" (Linda B. Gambrell and Susan Anders Mazzoni); (5) "Fostering Each Child's Understanding of Mathematics" (Patricia F. Campbell); (6) "Research on Early Science Education" (Christopher E. Landry and George E. Forman); (7) "Early Childhood Social Studies" (Richard K. Jantz and Carol Seefeldt); (8) "Research in Early Childhood Music and Movement Education" (Cherie K. Stellaccio and Marie McCarthy); (9) "Art for Young Children" (Carol Seefeldt); (10) "The Multicultural Worlds of Childhood in Postmodern America" (Lourdes Diaz Soto); (11) "Curricular Considerations for Young Children in Inclusive Settings" (Joan Lieber, Ilene Schwartz, Susan Sandall, Eva Horn, and Ruth Ashworth Wolery); and (12) "An Integrated Early Childhood Curriculum: Moving from the 'What' and the 'How' to the 'Why'" (Rebecca S. New). Each chapter contains references. (KB)

ED 436 251 PS 028 087

Williams, Leslie R.
Determining the Early Childhood Curriculum: The Evolution of

program to increase student achievement in low-income areas throughout Texas. The report concludes by noting that although additional research is needed to understand the types of parental involvement that are most beneficial, it is clear that students achieve more when parents provide good reading materials, monitor television viewing, supervise homework, and hold reasonably high expectations of their children's performance. (Contains 48 notes.) (KB)

ED 436 269 PS 028 107

Voices for Illinois Children, 1999.
PUB DATE- 99
NOTE- 38p.; For 1998 newsletters, see ED 424 946. Published 3 times per year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Advocacy; Child Health; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Day Care; Early Childhood Education; Political Issues; *Public Policy; *State Legislation; Youth Problems
IDENTIFIERS- *Illinois; Welfare Reform

This document is comprised of the three "Voices for Illinois Children" newsletter issues published during 1999. Voices for Illinois Children is a child advocacy group that works to make kids "count" in Illinois and to ensure that the basic needs of all children, families, and communities are met. These newsletter issues explore topics pertaining to childrearing and children's well-being. The winter 1999 issue includes articles that address: (1) the Start Early legislative agenda; (2) the "Who are the Children of Illinois?" conference and development of the Children's Charter; (3) child care accreditation; (4) welfare reform; (5) Illinois learning standards; (6) strengthening the child care licensing system; and (7) the National Association of Child Advocates. The summer 1999 issue includes articles on: (1) progress toward the Children's Charter; (2) "Start Early" parent materials; (3) the definition of community; (4) preparing Chicago for the 21st century; (5) outreach efforts to help low-income families learn about key income support programs; (6) individual development accounts; and (7) legislative victories for the "Start Early" agenda. The fall 1999 issue includes articles on: (1) the "Start Early" conference and update on activities; (2) initiatives calling for investing tobacco settlement funds in community-driven initiatives to encourage children and youth to make good life choices; (3) the Illinois Family Partnership Network which helps parents develop a leading voice in Illinois; and (4) progress in the Charter for Illinois Children, including a copy of the charter. (KB)

ED 436 270 PS 028 110

Zornemann, Petra; Krappmann, Lothar; Grabow, Birgit; Oswald, Hans
Helping, Friendship, and Children's Balance of Give and Take.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Behavior; Child Development; *Elementary

April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Difficulty Level; Ethnic Groups; Hispanic Americans; Individual Differences; Kindergarten; *Kindergarten Children; *Objectives; Primary Education; Sex Differences; *Student Motivation; Whites
IDENTIFIERS- Challenge; *Ethnic Differences; Research Replication; *Student Preferences

This study examined the effect of ethnicity on individual differences in achievement goals in a replication of the paradigm used by P. Smiley and C. Dweck (1994) to explore individual differences in achievement goals held by young children. The emphasis was on learning goals, which focus effort on mastering new tasks, and performance goals, which focus effort toward documentation of ability. Participating in the study were 39 Caucasian and 39 Hispanic kindergarten children enrolled in 6 public schools in Idaho. Subjects were asked to solve puzzles of cartoon characters, with some of the puzzles altered to prevent successful completion. Children were then asked to choose between additional challenging or no-challenge tasks. Based on their preferences for challenging versus no-challenge puzzles and their reasons for so choosing, children were categorized into learning and performance goal groups. The findings indicated that the proportions of Hispanic and Caucasian students holding learning goals were almost identical. Twenty-one (54 percent) Hispanic children held learning goals, and 22 (56 percent) Caucasian children held learning goals. Kindergartners' preferences for learning or performance goals did not vary by ethnic group. There was an unexpected effect of gender on goal preference, such that 60 percent of males preferred performance goals, with the remainder preferring learning goals; these preferences were reversed for females, with 33 percent holding performance goals and 67 percent holding learning goals. The same pattern was observed in both the Hispanic and Caucasian ethnic groups. (KB)

ED 436 289 PS 028 140

Arnaud, Wanda
Strengthening an At-Risk Elementary School through a Community Support Program.
PUB DATE- 99
NOTE- 72p.; Ed.D. Applied Dissertation Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Black Youth; *Community Support; Computer Uses in Education; Educational Technology; Elementary Education; *Elementary School Students; *High Risk Students; Individualized Instruction; Library Automation; *Mentors; Parent Education; Program Evaluation; *School Community Relationship; *Volunteers

At-risk elementary school students and their families often have little support for social and academic growth from community members and from parents. This study examined the impact of an 8-month program to increase advocacy from community volunteers, use volunteer help, and provide weekly parent seminars on the quality of students' school experience. Participating were at-risk first through fifth graders in a low achieving school in which there was initially little support from parents or community members for school programs. The program had several components, including volunteer help for the computer lab, automation of the library, weekly seminars for parents on study and test-taking skills and guidance strategies, computer-based learning adventures for first through fifth grade students, mentors for fourth graders, Junior Achievement, and other School to Career communication. Post-intervention findings indicated that parents, staff, and faculty believed that the program had enhanced the quality of the students' school experience. The social and academic growth of the children was increased with the parent training. The computerized lessons were considered practical, and survey responses from parents, staff, faculty, mentors, and students were positive. The library was not effectively used by students; there were serious technology problems with the software. Nine of the 10 proposed outcomes were met, resulting in increased community support for the students' social and academic growth. (Seven appendices include data collection instruments. Contains 70 references.) (KB)

ED 436 290   PS 028 141

Minami, Masahiko
Styles of Parent-Child Book-Reading in Japanese Families.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Conference of the Japanese Society for Language Sciences (Tokyo, Japan, August 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Books; *Caregiver Speech; Child Language; Childrens Literature; Discourse Analysis; Family Environment; Foreign Countries; *Mothers; *Parent Child Relationship; Parents as Teachers; *Preschool Children; Preschool Education; *Reading; *Reading Aloud to Others
IDENTIFIERS- Japanese Speaking; *Shared Book Experience

Cross-cultural studies of Asian and American children suggest that the superior performance of Asian children in school settings is related to cultural and educational differences beginning in the home. In an effort to understand why Japanese children make a smooth transition from home to school, this study examined the home language environment of preschool children in native Japanese-speaking families in the United States. Participating in the study were 20 mothers and their children; half the children were 4-year-olds and half were 5-year-olds. Mothers were observed reading a Japanese translation of the book "The Very Hungry Caterpillar." Transcripts of the verbatim mother-child verbal utterances other than reading were coded using a modified version of "The Coding System for Home Bookreading" in which utterances were coded as "immediate talk," such as labeling pictures; "nonimmediate talk," such as making real world connections or making inferences; or "other talk," such as requesting attention. The qualitative analyses revealed a ubiquitous pattern of the 3-part sequence among Japanese mothers during book reading, a sequence typically appearing in classroom interactions: the mother initiates usually in question form, the child responds, and the mother supplies feedback. Nonimmediate talk is considered to involve the types of skills necessary for school success. Quantitative analyses indicated that the correlation between mothers' nonimmediate talk and the children's nonimmediate talk was close to .90. (Contains 37 references.) (KB)

IDENTIFIERS- Day Care Quality; ERIC Clearinghouse on Elementary Early Child Educ; *Project Approach (Katz and Chard)

This document consists of the two 1999 issues of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and lists of publications from ERIC/EECE, and articles from the Adjunct ERIC Clearinghouse on Child Care. The feature articles are: "Integrating the Project Approach and Work Sampling" by Sallee Beneke (Spring), and "Another Look at What Young Children Should Be Learning" by Lilian G. Katz (Fall). (HTH)

ED 436 309 PS 028 182

Katula, Angela; Ray, Samantha; Sherrill, Christine
Improving Student Motivation, Parent Communication, and Assessment While Implementing a Portfolio Program.
PUB DATE- 99
NOTE- 109p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Change Strategies; Elementary Education; *Evaluation Methods; Family School Relationship; *Portfolio Assessment; Program Effectiveness; *Student Evaluation; *Student Improvement; Student Motivation

This action research project implemented and evaluated a portfolio program for assessing student performance. The targeted population consisted of elementary and middle grade students in two schools. The inadequacy of traditional evaluation methods was documented by means of parent and staff surveys. Common discrepancies were found in student performance on traditional measures versus ability, and a weak relation was found between curriculum and test content. A portfolio assessment program was implemented in the two schools; the program included scoring rubrics, student reflections, peer and parent conferences, and parent and staff surveys. Post intervention data indicated an increase in individualized planning, student motivation, parent communication, and assessment of student growth as a result of the portfolio assessment program. (Appendices include surveys and results, and consent forms. Contains 18 references.) (HTH)

ED 436 310 PS 028 187

Warren, Louis; Allen, Michael G.; McKenna, Beverly
South Carolina Middle School's Exploratory Programs: A Research Report.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Enrichment; *Elective Courses; Integrated Curriculum; *Middle Schools; Models
IDENTIFIERS- South Carolina

There are currently three popular models of exploratory programs in middle level schools: (1) traditional exploratory courses (art, music, industrial arts); (2) elective mini-courses (newspapers, environmental issues, video productions); and (3)

The Influence of Immigration and Language on Economic Well-Being" (Anne B.W. Effland, Kathleen Kassel); "American Indians: Economic Opportunities and Development" (Deborah M. Tootle); and "Asians and Pacific Islanders in Rural and Small-Town America" (Calvin L. Beale). Appendix contains figures and data tables of socioeconomic indicators. (Individual papers contain references.) (SV)

ED 436 329 RC 022 176

Canning, Mary; Moock, Peter; Heleniak, Timothy
Reforming Education in the Regions of Russia. World Bank Technical Paper No. 457.
PUB DATE- 99
NOTE- 118p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Decentralization; *Educational Finance; *Educational Needs; Educational Policy; Educational Quality; *Educational Trends; *Efficiency; Elementary Secondary Education; Financial Problems; Foreign Countries; *Retrenchment; Rural Schools; Vocational Education
IDENTIFIERS- *Russia

After the breakup of the Soviet Union, reforms of Russia's educational system included rapid decentralization of responsibilities to the regions, but without commensurate transfer of resources or clarification of government roles and responsibilities. Problems were greatly worsened by the severe fiscal stringency of the 1990s. This paper examines educational trends across the 89 Russian regions, analyzes current problems, and discusses policy options. Case studies of Samara and Novgorod Viliki regions include a look at special problems of rural schools. Four major issues in Russian education are identified: resource mobilization and efficiency, educational quality and its assessment, market relevance, and equity and access. Findings reveal that the number of teachers has been growing three times as fast as student enrollments, but both teachers and administrators face a set of adverse incentives and frequently lack essential resources such as textbooks. The educational system, especially vocational education, is poorly equipped to respond to rapidly changing market incentives. Resource shortages are having a particularly severe effect in poorer regions so that decentralization is worsening interregional inequalities, while within regions, rural schools and those for minority and special populations seem especially hard hit. Policy recommendations focus on increasing school autonomy, school financing mechanisms, increasing class size, teacher pay and working conditions, merging small rural schools, teacher education, educational assessment, market linkages, and equity issues. Appendices include a matrix of policy options, financial data, educational statistics, and the case studies. (Contains 15 references, 32 data tables, and 13 figures.) (SV)

ED 436 330 RC 022 177

Reynolds, David R.
There Goes the Neighborhood: Rural School Consolidation at the Grass Roots in Early Twentieth-Century Iowa.
PUB DATE- 99
NOTE- 318p.
LANGUAGE- English

teacher. All of the checking meant doing more mathematical talk with each group member repeating the solution him or herself. (ASK)

ED 436 349 SE 061 630

Explore Your World with a Geographic Information System. A Teaching Supplement for Grades 5-12 Introducing Basic GIS Concepts and Components.
PUB DATE- 98
NOTE- 59p.; Accompanying wall poster not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; Educational Resources; Elementary Secondary Education; *Geography; Human Geography; *Population Distribution; *Science Activities; *Science and Society; Science Curriculum; Technology
IDENTIFIERS- *Geographic Information Systems

This set of teaching materials is geared toward students and teachers in grades 5-12 and focuses on the use of a geographic information system (GIS) to explore the world. The package consists of a booklet of instructional activities and background information about geographic information systems, a companion poster, and a software demonstration that provides a tutorial on GIS and spatial analysis. Activity goals include examining the concept of GIS and the basic components of this increasingly computerized geographic tool, and exploring an application using this technology that focuses on population distribution in the United States and some of the factors associated with these geographic patterns. (DDR)

ED 436 350 SE 061 664

Osterndorf, Laurie; Pirsino, Nancy
Sustaining Our Forest Resource: What is Your Role?
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Ecology; Environmental Education; Forestry; *Natural Resources; Resource Materials; Science Activities; Soil Science; *Sustainable Development; *Wildlife

This booklet provides students with challenging and fun activities to encourage learning about the sustainability of natural forest resources. Activities include: (1) "Forest-opoly"; (2) "Lost in the Woods"; (3) "Chain of Changes"; (4) "Choices, Choices"; (5) "Conflicts & Controversies"; (6) "Tree Towns"; (7) "Feeding the Forest"; (8) "Get to the Heart of It"; (9) "How Many?!"; (10) "Name the Natives"; (11) "Taller Trees"; and (12) "Bird Words." (CCM)

ED 436 351 SE 061 708

Klein, Connie; Pflederer, Barb; Truckenmiller, Mary Ann
Increasing Student Motivation through Cooperative Learning, Writing in Mathematics, and Multiple Intelligences.
PUB DATE- 98
NOTE- 111p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.

The creative mathematics teacher who has love and enthusiasm for mathematics as a curriculum area should be in great demand in all schools. This paper discusses the characteristics of creative mathematics teachers, including those who guide students to engage in divergent thinking; have learners do much creative writing; and integrate creative dramatics, art, and the history of mathematics into their mathematics instruction. It is concluded that the creative teacher encourages students to be authentic individuals who are interested in the originality, novelty, and uniqueness of ideas. (ASK)

ED 436 376 SE 062 336

Braus, Judy, Ed.
Astronomy Adventures.
PUB DATE- 86
NOTE- 77p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Astronomy; Elementary Education; Resource Materials; *Science Activities; *Science and Society; Science Education; Science History; Scientific Concepts; *Solar System; Space Exploration; *Space Sciences; Stars; Technology
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Astronomy Adventures." Contents are organized into the following sections: (1) "A Look at the Universe," providing information and activities on what makes up the universe, the ways astronomers study the universe, and theories about how the universe began; (2) "Our Solar System," including information and activities on how the solar system began and the objects that make up the solar system; (3) "Our View From Earth," offering information and activities on features of the night sky and how to observe them; (4) "Astronomy through the Ages," providing information and activities on the history of people's relationships with the heavens and how the science of astronomy developed; (5) "Reaching for the Stars," offering information and activities on the space program, space issues and problems, and the search for extra-terrestrials; (6) "Crafty Corner," providing ideas for art projects; and (7) "Appendix," featuring a glossary and bibliographic and other reference information. (WRM)

ED 436 377 SE 062 337

Braus, Judy, Ed.
Amazing Mammals Part II.
PUB DATE- 89
NOTE- 77p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

This video program focuses on four rivers: the Mississippi, the Amazon, the Jordan, and the Mekong. Each locale serves as an example of what can happen when human beings tamper with the natural system of a river. Without thoughtful planning, the consequences can be disastrous,, but when communities work together, a balance can be achieved between the needs of people and the needs of nature. The tape is accompanied by a study guide that includes learning objectives, previewing activities, postviewing activities, suggestions for group discussion and questions, and ideas for special projects. (WRM)

ED 436 400 SE 062 947

Journey to Planet Earth: The Urban Explosion. The Public Television Series. Videotape .
PUB DATE- 99
NOTE- 0p.; Also comes with a six-page study guide. "Narrated by Kelly McGillis." For other "Journey to Planet Earth" videotapes, see SE 062 938 and 946.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Ecology; *Environmental Education; Food; Foreign Countries; Global Approach; Natural Resources; *Physical Environment; Pollution; Population Growth; *Science and Society; Science Education; Secondary Education; *Social Studies; Urban Areas; Urban Planning; *Urban Problems; Videotape Recordings; Waste Disposal

This videotape attempts to show students how the uncontrolled development of the world's major cities has led to a series of problems such as air pollution, water pollution, limited room for waste disposal, housing shortages, and loss of farmland. The videotape profiles four mega-cities: Mexico City, Shanghai, Istanbul, and New York City. Students explore possible solutions to the cities' problems and consider the need for urban planning. The tape is accompanied by a study guide that includes learning objectives, previewing activities, postviewing activities, suggestions for group discussion and questions, and ideas for special projects. (WRM)

ED 436 401 SE 062 965

Braund, M. R.
School Ponds: Their Current Status and Likely Contribution to Education, Conservation and Local Environmental Enhancement.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; *Environmental Education; Foreign Countries; *Land Use; Surveys; *Wetlands
IDENTIFIERS- *Ponds

School ponds have a considerable history and in recent years have become a common feature of school grounds, particularly in the primary sector. Relatively little is known about their status and effectiveness educationally and in terms of their conservation value. This paper reports the findings of a survey involving 46 schools in 10 different Local Education Authorities (LEAs). The findings show that factors constraining schools from developing ponds, the ways in which they have come about and are managed and used, vary markedly between primary and secondary schools. The design, maintenance and amenity

ED 436 426 SE 063 053

Colwell, Dhamma
An Exploration of Situated Cognition in Two Professional Crafts: Upholstery and Gardening.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Foreign Countries; Grounds Keepers; Learning Theories; *Mathematics Instruction; *Relevance (Education); Spatial Ability
IDENTIFIERS- *Gardening; *Upholsterers

A report on some pilot research which explores ways of investigating the mathematics used in two professional crafts: upholstery and gardening. The paper considers observations and conversations in the light of J. Lave and E. Wenger's theory of situated cognition. It describes a situation in which cognition had to be transferred because of a change in materials. The essay examines the spatial relationships in the structure of the materials and the way that they are used. It demonstrates that the passing on of skills and knowledge displays many similarities with the apprenticeship system described by Lave. Finally, the paper discusses the effectiveness of the research method. (Author/ASK)

ED 436 427 SE 063 054

Hutton, B. Meriel
Student Nurses and Mathematics.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computation; Foreign Countries; Higher Education; Mathematical Applications; *Mathematics Education; *Mathematics Skills; *Nurses; *Nursing Education; *Student Attitudes
IDENTIFIERS- United Kingdom

For the safety of the public, it is essential that nurses are competent at least in the mathematics that enables them to calculate medications accurately. From a survey by G. Hek (1994), it is apparent that mathematics is not universally included in the nursing curricula, nor asked for as a prerequisite to entry. Changes in the profile of the typical student nurse from a school leaver with 5 'O' levels to a more mature woman with often fewer school qualifications have been one of the triggers for this study into student nurses and mathematics. In this paper, students' feelings about mathematics are explored and related to age, time elapsed since leaving school, and performance on a test of nursing mathematics. Provision for revision and mathematics support is described and the results of a post-test are analyzed. The results indicate that pre-registration nursing courses should include an element of mathematics to alert students to their own shortcomings and provide a means to improve their computational skills before working in the clinical areas. (Contains 14 references.) (Author/ASK) units on the U.S. Civil War or in geography or ethics courses. The lesson considers the actions of the Union and Confederate armies in the Battle of Gettysburg and the personal choices made by some of the participants. Student objectives and a list of materials are given in the lesson's first section, "About This Lesson." The lesson is divided into the following sections: (1) "Setting the Stage: Historical Context"; (2) "Locating the Site: Maps" (subdivided into "Civil War Battles in Maryland and Virginia" and "Both Armies during the Battle"); (3) "Determining the Facts: Readings" (subdivided into "Three Days of Carnage at Gettysburg"; "Perspectives of the Participants"; and "The Gettysburg Address, November 19, 1863"); (4) "Visual Evidence: Images"; (5) "Putting It All Together: Activities" (subdivided into "Putting Yourself in the Shoes of a Civil War Soldier"; "Comparing Perspectives"; and "Persuasive Writing and Speaking"); and "Supplementary Resources." (BT)

ED 436 451   SO 031 052

Sanchez, Antonio R.
"Dangerous Indians": Evaluating the Depiction of Native Americans in Selected Trade Books.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indians; Childrens Literature; Content Analysis; Elementary Secondary Education; *Ethnic Bias; *Ethnic Stereotypes; *Evaluation Criteria; Multicultural Education; Social Studies; United States History
IDENTIFIERS- *Native Americans; *Trade Books

A study examined 20 trade books (1964-1997) to evaluate their accuracy in depicting Native American peoples and cultures. The criteria embodied an authenticity guideline based upon the "Five Great Values": (1) generosity and sharing; (2) respect for elders and women; (3) getting along with nature; (4) individual freedom and leadership; and (5) courage. Results indicated that 60% of the books are at least satisfactory in their depictions but that bias and stereotyping still persist enough to recommend the use of the guideline as a tool to allow educators to confidently identify these problems in their instructional materials. Contains 3 tables of data, 15 references, and the Native Cultures Authenticity Guideline. (Author/BT)

ED 436 452   SO 031 079

Beale, Lyndi
How Banks Create Money.
PUB DATE- 99
NOTE- 43p.; Accompanying video is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Banking; *Economics Education; High Schools; *Monetary Systems; Social Studies; Student Educational Objectives
IDENTIFIERS- *Federal Reserve System; Monetary Incentives; *Money

This teaching module explains how the U.S. banking system uses excess reserves to create money in the form of new deposits for

Educational Objectives; Telecommunications; Urban Education
IDENTIFIERS- *Nebraska; Progress Reporting; *Technology Integration

This fourth evaluation progress report concerns the "Community Discovered" project, currently completing its third year of operation, a 5-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. The report states that the project builds upon and extends the impact of the initial pilot project, the Art and Technology Integration Project, which was conducted by Westside Community Schools and Grand Island Public Schools in Nebraska. It also states that the "Community Discovered" project is continuing to make substantial and consistent progress in its training, classroom integration, and evaluation activities. According to the report, teachers in the project received training in creating integrated curriculum, various technology/Internet skills, constructivism, and how to utilize the arts in an interdisciplinary unit. The report explains that the evaluation process continues to use multiple sources of information and includes a comprehensive approach to data collection that is targeting information related to each project goal and objective. These data sources include teacher survey data; electronic data; classroom observations and videotapes; teacher and student interviews; student projects and portfolios; teacher growth plans; focus groups; standardized and teacher-created test data; attendance records; trends in disciplinary actions; stakeholder surveys; and teacher classroom research initiatives. The report summarizes the status of each project objective (along with organizational goals and related evaluation activities) in a narrative section. Extensive appendixes are attached. (BT)

ED 436 471 SO 031 247

Yans-McLaughlin, Virginia; Lightman, Marjorie
Ellis Island and the Peopling of America: The Official Guide.
PUB DATE- 97
NOTE- 437p.; "With the Statue of Liberty-Ellis Island Foundation." Foreword by Lee Iacocca.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Ethnic Groups; *Historic Sites; *Immigrants; *Immigration; *Population Growth; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Ellis Island

This guide book helps to place the Ellis Island Museum (New York) and site within the context of the worldwide, continuing history of immigration. The guide views immigration as a continuing social process that brings people from one part of the world to another where they contribute the richness of their labor to their newly adopted home. Ethnic groups are represented in the guide's historical documents, bibliographies, and filmographies, with the focus on shared experiences of immigrants to the United States. The chapter titles include: (1) "Migration and Examples from World History" (discusses the ways immigration is organized and how it shaped U.S. history); (2) "Migration and the New World" (chronicles immigration to the United States, emphasizing Europe, Asia, Latin America, and Africa as places of origin from the Age of a day for field visits. Disadvantages included lack of participation by the secondary program. Students and faculty have reacted favorably to the new schedule. Though extensive planning and good communication were necessary to ensure successful implementation, the resulting advantages were worth the effort. (SM)

ED 436 492 SP 038 883

Yoon, Kiok; Park, Youngin; Hong, Seoung Yong
Elementary Teachers' Perceptions of Action Research in Korea.
SPONS. AGENCY- Korea Research Foundation, Seoul.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Elementary Education; Elementary School Teachers; Foreign Countries; Teacher Attitudes; *Teacher Researchers
IDENTIFIERS- South Korea

This study explored the development of action research among 250 Korean elementary school teachers. Surveys examined their perceptions of the extent to which they conducted action research, problems encountered, benefits obtained, utilization of results, conditions required to conduct action research, ideal uses of action research results, and perceptions of traditional and new approaches to action research encouraged by Korea's Department of Education. Results indicated that 77.3 percent of teachers had no experience with action research. Teachers with research experience had over 5 years of teaching experience. Many teachers did research to get pay raises or promotions, but many others did so for intrinsic reasons. Most researchers conducted individual research. Problems encountered included lack of research ability, lack of related materials, and lack of time. Benefits included attainment of self-confidence, development of new theories, and professional development. About half of the teachers implemented research results, and about half shared results with colleagues. More than half intended to do action research again. Most teachers believed that collaborative research was the ideal, though there was a wide gap between the actual and the ideal. Teachers perceived improvement of professional ability, spare time to do research, and school climate favoring research as conditions needed for action research. They believed that action research should be used to improve school practice. Teachers favored the Department of Education's new approach to action research. (Contains 34 references.) (SM)

ED 436 493 SP 038 884

Guo, Shibao
Current Issues in Teacher Education in China.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Toronto, Ontario, Canada, 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Teaching Experience
IDENTIFIERS- Professional Identity; Seventh Day Adventist School System; Teacher Isolation; *Teacher Knowledge

This study was designed to better understand teachers as users of personal knowledge, examining teachers in inclusive one-teacher, Seventh Day Adventist schools. The study examined teachers' beliefs about teaching and learning, teachers' personal practical knowledge, teachers' professional identity, contextual factors that enabled or constrained teachers' practice, consequences of isolation, and the role of professional development. Four teachers shared their thoughts regarding experiences they encountered on a regular basis. Data collection involved three phenomenological interviews, journal entries, and full-day classroom observations. Data analysis indicated that each teacher had a unique belief system, though there was some consistency among teachers, particularly related to their strong spiritual commitment. All teachers longed for more professional and personal interaction, though three expressed self-reliance and self-dependence. Teachers all supported one-teacher schools and believed they were equal to their peers in their teaching effectiveness. Factors enabling practice included teacher autonomy, multiple years to work with students, and heterogeneous groupings. Constraining factors included scheduling difficulties, time constraints, and supervision demands. Participants noted both positive and negative consequences when attempting to meet diverse needs within the one-teacher school. Teachers wanted to engage in professional development in order to effectively meet students' special needs. The paper presents 7 recommendations for further study. (SM)

ED 436 513   SP 038 904

LoVette, Otis; Holland, Glenda; McCall, Mike
Teachers' Perceptions of the Use of "Empowering-Type Activities" by Their Building Principals.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Behavior; Administrator Characteristics; Administrator Effectiveness; Age Differences; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Leaders; Leadership Styles; *Principals; Sex Differences; *Teacher Attitudes; *Teacher Empowerment

This study examined whether teachers perceived their school principals as using empowering-type activities. The study focused on differences according to such factors as age, gender, and school grade and size. Researchers examined the survey responses from graduate students in the Educational Leadership Program at Northeast Louisiana University in 1999. Participating students were full-time teachers taking evening courses at the university. Students completed a survey entitled Principal Profile, which asked them to rate their principals' performance and focused on empowering-type activities. Data analysis indicated that principals utilized empowering type activities to some degree. There were no significant differences between such groupings as older versus newer and

*Secondary Education; Self Esteem; *Special Needs Students;
State Programs
IDENTIFIERS- *North Carolina

In North Carolina, Alternative Learning Programs (ALP) is a designation applied to a variety of activities, locations, and student characteristics. This report focuses on descriptive information about the state's ALP efforts, teachers, and the students they serve. Two hundred and fifteen schools and programs met the evaluation criteria as ALPs. Seventy-five identified themselves as alternative schools, while 140 identified themselves as alternative programs. Half of all the ALPs relied on the state for at least three-quarters of their support. The predominant ALP setting was a separate classroom in an existing school (41%). In general, students served in an ALP were at-risk students, and about half of middle and high school students had repeated one or more grades. Although the ALPs have multiple goals, they almost universally included academic achievement with a strong emphasis on self-esteem and social behaviors. A significant portion of the ALPs do not serve long-term suspended students, expelled students, or exceptional students, raising the question of how needs of these groups are being met. Most students had achieved "desirable" status by the time they exited the program, but many students had not. It was not possible to determine whether the percentage of students kept in schools was higher than it would be without the ALPs, but it is evident that a genuine effort is being made by many programs. Two appendixes contain evaluation questions asked and a discussion of the method for estimating the number of ALP teachers. (Contains 5 figures and 32 tables.) (SLD)

ED 436 533   TM 027 590

Alternative Learning Programs Evaluation: Part 2 Report. Outcomes.
PUB DATE- 97
NOTE- 39p.; For Parts 1 and 3 of this report, see TM 027 589 and
TM 027 591.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Algebra; Behavior Problems;
Biology; Early Intervention; Elementary Secondary Education;
English; *High Risk Students; *Nontraditional Education;
*Outcomes of Education; Program Effectiveness; Student
Characteristics; Test Results
IDENTIFIERS- *North Carolina; North Carolina End of Course
Testing Program; North Carolina End of Grade Testing Program

In 1996, North Carolina began a 5-year evaluation of Alternative Learning Programs (ALPs). This report describes selected outcomes for students who participated in ALPs during 1995-96. These outcomes include performance on North Carolina End-of-Grade tests (elementary school) and performance on the End-of-Course(EOC) tests (high school) for Algebra 1, English 1, and Biology. Dropout information is also provided. Only about 10% of ALP students were proficient in these three EOC tests, in comparison with about 40 to 50% of the overall student population in North Carolina. The same was true with the End-of-Grade tests, with ALP students performing well below the general student population. There was generally more growth in end-of-grade scores for students with longer contact with ALPs. Findings show that ALP students have significant educational deficiencies that put them at risk of failure. ALP programs may be helping students improve academically, but they are also dealing with significant behavioral problems that take time

This handbook explains how to do Rasch measurement. The emphasis is on practice, but theoretical explanations are also provided. The Forward contains an introduction to the topic of Rasch measurement. Chapters 2, 4, 5, and 7 use a small problem to illustrate the application of Rasch measurement in detail, and methodological issues are considered in chapters 1, 5, and 6. Users of this book might approach the problem first and then explore the theory, or they might familiarize themselves with the theory before considering the practical aspects of Rasch measurement. The following chapters are included: (1) "The Measurement Model"; (2) "Item Calibration by Hand"; (3) "Item Calibration by Computer"; (4) "The Analysis of Fit"; (5) "Constructing a Variable"; (6) "Designing Tests"; (7) "Making Measures"; and (8) "Choosing a Scale." Appendixes contain three supporting tables. (Contains 45 figures, 81 tables, and 61 references.) (SLD)

ED 436 553 TM 028 822

The Program Evaluation Standards. How To Assess Evaluations of Educational Programs. Second Edition.
SPONS. AGENCY- American Association of School Administrators, Arlington, VA.
PUB DATE- 94
NOTE- 222p.; By the Joint Committee on Standards for Educational Evaluation, James R. Sanders, Chair. For a related document, see ED 403 314.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Data Analysis; Data Collection; *Evaluation Methods; Evaluation Needs; Evaluation Problems; Evaluation Utilization; *Standards
IDENTIFIERS- *Joint Committee on Standards for Educ Evaluation

This new edition is the result of an extensive review of the standards as defined in 1981. Taken as a set, the 30 current standards provide a working philosophy for evaluation. They define the Joint Committee on Standards for Education Evaluation's conception of the principles that should guide and govern program evaluation efforts, and they offer practical suggestions for observing these principles. These standards are not detailed technical standards, and they do not replace textbooks in technical areas. Together, however, they define a framework for designing and assessing evaluations. The 30 standards are categorized into 4 groups corresponding to the aspects of sound and fair program evaluation: utility, feasibility, propriety, and accuracy. The 30 standards are listed inside the book covers. In the text, each standard is accompanied by an overview of intent, guidelines for application, common errors, and one or more illustrations of the standard's application. Two Tables of Contents are presented. The first organizes the standards in terms of the four attributes, and the second, a functional Table of Contents, organizes the standards in terms of their contribution to the major tasks of an evaluation: (1) deciding whether to evaluate; (2) defining the evaluation problem; (3) designing the evaluation; (4) collecting information; (5) analyzing information; (6) reporting the evaluation; (7) budgeting the evaluation; (8) contracting for evaluation; (9) managing the evaluation; and (10) staffing the evaluation.

learning. During the fall semester of 1998, 12 teachers enrolled in this course located and critiqued research articles that support effective teaching strategies such as cooperative groups, inquiry, and the learning cycle. Then these participants wrote papers that described how the findings connected with the project and their classroom teaching. In this course, inquiry-based lesson plans were also prepared, science curricular materials were evaluated, and science activities were synthesized to align with state and national guidelines. One semester after taking the course, the teachers were asked how they applied the research findings in their classes and in leadership roles in the project. Their work, videotapes of the presentations, and followup responses were analyzed. Results suggest that once teachers see a connection between research and the classroom, the research becomes of value to them. Schools should provide professional development opportunities that encourage teachers to explore the value of research to their profession. Appendixes contain information on the course, the titles of research papers, and the postcourse survey. (SLD)

ED 436 576   TM 030 438

Kindberg, Candace A.
Matching Actions to Words: Espoused Curriculum Theories.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Curriculum; *Educational Practices; Educational Theories; *Middle School Teachers; Middle Schools; *Teacher Attitudes; Teaching Methods; *Theory Practice Relationship

Research was conducted to acquire an understanding of curriculum theory and practice as viewed in the field and to determine whether espoused theory was truly practiced. A second-year male science teacher and a 19-year veteran female language arts teacher participated in the study. Both taught on the same eighth grade middle school team. Data collection processes included surveys, interviews, observations, and a review of documents. Findings indicate that the science teacher practiced his espoused theory, but the language arts teacher espoused and practiced theories that conflicted. Implications for improving teaching practices through examining theory and practice are discussed. An appendix describes a sample observation and interview. (Author/SLD)

ED 436 577   TM 030 439

Fletcher, John T.; Halpin, Gerald; Halpin, Glennelle
High School and College Grades: Is Past Performance a Predictor of Future Performance?
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

strong matches and supervise these matches closely; (3) mentoring in the school context can provide volunteers with support and enable them to act as educational advocates for youth; and (4) strong relationships can develop within the school context, and these relationships can make a difference in the lives of youth. Study findings suggest that involving youth in well-run school-based mentoring programs can be an effective way to address the needs of disadvantaged youth. (Contains 17 endnotes.) (SLD)

ED 436 599   UD 033 200

Raica-Klotz, Helen
Empower Me! 12 Sessions for Building Self-Esteem in Girls.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; *Behavior Patterns; Change; *Empowerment; *Females; *High School Students; High Schools; *Middle School Students; Middle Schools; Program Development; *Self Esteem

The 12-session program presented in this guide can be used to help middle school and early high school girls identify negative behaviors, take responsibility for their feelings and actions, and make healthier choices for themselves. The 12 sessions are titled: (1) "Webbing: Seeing the Connections"; (2) "Books and Boxes: Shaping My Path to the Future"; (3) "In and Out: Recognizing and Honoring My Feelings"; (4) "A Collage of Images: Valuing Myself and My Individuality"; (5) "Girls and Boys: Sculpting Myself as a Woman"; (6) "Moving In and Out of Shadows: ME and My Friends"; (7) "Making Connections: ME and My Family"; (8) "Who Cares? (My Support Systems)"; (9) "Letting Off Steam: Identifying My Stress and Anger"; (10) "Clear Lines: Speaking Up for What I Don't Want"; (11) "No Way! (Feeling Good Saying No)"; and (12) "Gift Giving: Acknowledging My Special Talents." An appendix contains sample forms for the sessions. (Contains 19 references.) (SLD)

ED 436 600   UD 033 202

Stillman, Joseph
Working To Learn: Skills Development under "Work First." Working Ventures.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Legislation; Job Skills; *Job Training; Low Income Groups; Poverty; Public Policy; *Skill Development; State Legislation; State Programs; Urban Youth; *Welfare Recipients
IDENTIFIERS- Welfare Reform; *Workfare

The past several years have seen basic changes in policies and programs concerning poverty, work, and workforce development. The essence of the changes is putting work first, and many

Generation Woman Remembers Life in Peking" (Isham); (7) "Japanese American Life in the Twentieth Century"(Yamanaka); (8) "The Nisei Go to War" (Niiya); (9) "Being Nisei" (Niiya); (10) "Being Sansei" (Niiya); (11) "First-Generation Memories"(Millard and Millard); (12) "Filipino American Values"(Gonzales); (13) "Korean American One-Point-Five" (Lee); and (14) "The Lizard Hunter" (Tran). Part 3, "Roots, Traditions, and Asian Pacific Life: The Old Country and its Cultural Literacy," includes (15) "Food and Ethnic Identity" (Leonard and Saliba) (16) "Chinese Food" (Scott); (17) "Japanese Food" (Scott); (18) "Filipino Food" (Romero, Gonzales, Millard, and Millard); (19) "Korean Food" (Lee); (20) "Vietnamese Food" (Chung); (21) "Southeast Asian Food: The Durian and Beyond (Leonard and Saliba); (22) "Tea" (Okakura); (23) "Fengshui, Chinese Medicine, and Correlative Thinking" (Scott); (24) "Lunar New Year, the Moon Lady, and the Moon Festival" (Isham); (25) "Obon Season in Little Tokyo" (Niiya); (26) "Filipinos and Religion" (Millard, Millard, and Castillo-Pruden); and (27) "Maoism and Surviving the Great Proletarian Cultural Revolution" (Isham). Part 4, "Asian Pacific Culture: Diaspora," includes: (28) "The Chinese Diaspora" (Hu-DeHart); (29) "The Arrival of the Asians in California" (Chin); (30) "The Early History of Chinese, Japanese, Koreans, and Filipinos in America" (Niiya); and (31) "Chinatown, 1899" (Higgins). Part 5, "Literature," includes (32) "Dialect, Standard, and Slang" (Leonard); (33) "Dialect Literature in America" (Kohn); (34) "Roots" (Scott); (35) "Roots" (Leonard); (36) "The Beginnings of Chinese Literature in America" (Leonard and Leonard); (37) "D.T. Suzuki and the Creation of Japanese American Zen" (Leonard); (38) "Asian American Literary Pioneers" (Chan and Leonard); (39) "Asian American Literature" (Solberg); (40) "First-Generation Writings" (Solberg); (41) "Asian American Autobiographical Tradition" (Niiya); (42) "Frank Chin" (Chan); (43) "Maxine Hong Kingston" (Ling and Chu); (44) "A Reader's Guide to Amy Tan's The Joy Luck Club" (Isham); (45) "David Henry Hwang" (Chu); (46) "A Reader's Guide to Cebu and Dark Blue Suit Based on Interviews with its Author, Peter Bacho" (Leonard and Rosenblum); (47) "Jessica Hagedorn" (Jenkins); (48) "Lawson Fusao Inada" (Chan and Leonard); (49) "Garret Hongo" (Stern); (50) "The Literature of Korean America" (Solberg); (51) "The Korean American Novel" (Hahn); (52) "Discovering Korean American Literature" (Solberg); (53) "Clay Walls" (Solberg); and (54) "Cathy Song and the Korean American Experience in Poetry" (Solberg). Part 6, "The Arts," includes (55) "Chinese Opera" (Scott); (56) "Bernardo Bertolucci and the Westernization of The Last Emperor" (Leonard); (57) "A Viewer's Guide to Wayne Wang's Dim Sum" (Leonard); (58) "Asian American Visual Arts" (Drescher); (59) "Story Cloths" (Leonard); (60) "Toi Hoang" (Feldman); and (61) "First-Generation Painting" (Kelley). The two appendixes present an Asian Pacific chronology and statistics and a cultural lexicon for Asian Pacific Studies. (SM)

ED 436 291 PS 028 142

Becker-Klein, Rachel
Family and School Level Barriers to Family Involvement.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Elementary School Students; Employed Parents; Family Financial Resources; *Family School Relationship; Family Structure; Parent Background; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Predictor Variables; Primary Education
IDENTIFIERS- Project Head Start

Noting that many factors can influence the extent to which families are engaged in their children's education, this study examined the influence of family and school barriers as potential barriers to parent involvement. The sample was taken from a local site of the National Head Start/Public School Transition Demonstration Project. Participants included 151 families whose children were formerly in Head Start, and were in second grade at the time of the study. Family involvement was divided into involvement in children's education at home and involvement in school activities. Family contextual variables included family structure, employment, family resources, and parents' childhood experiences of school. School level variables consisted of school climate and family-school communication. A series of hierarchical multiple regression analyses were conducted to examine the contributions of family and school level variables. Demographic variables were entered in the first block, followed by family structural barriers, and finally school level barriers. Regression results indicated that neither the family demographic variables nor the family structural variables, as a group, were significant predictors of parents' participation in their children's education at home. The school level variables block, however, was significant, with family-school communication positively related to participation in children's education at home. For parents' involvement in school activities, all three blocks were significant. Yet, the school level variables predicted involvement over and above the family level variables. Consequently, as some researchers have suggested, school practices seem to be as important--if not more so--as family factors in influencing family involvement. (Contains 10 references.) (Author/KB)

ED 436 292 PS 028 145

Amundson, Kristen J.
106 Ways Parents Can Help Students Achieve. Parents as Partners Series.
PUB DATE- 99
NOTE- 45p.; For the 1991 edition of this publication entitled, "101 Ways Parents Can Help Students Achieve," see ED 346973. For other publications in the Parents as Partners series, see PS 028 146-148.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

integration of exploratory opportunities within the core curriculum (relating a single topic to social studies, language arts, mathematics, etc.). This study surveyed middle level schools in South Carolina to determine which of these three models is most prevalent. A 22-item questionnaire was returned by 63 of 180 South Carolina schools enrolling sixth and/or seventh graders. Sixty of the respondents indicated they had some sort of exploratory program in place. Findings indicated that the state's middle level schools continue to offer, with the greatest frequency, traditional exploratory programs. These programs, with an average number of 25 students and an average length of 50 minutes daily, are typically taught throughout the day. The majority of these classes are taught by teachers hired specifically for the course, and last from 3 to 9 weeks. Most exploratory teachers are not able to select which classes they will teach, whereas most students are able to choose which classes they will take. An overwhelming majority of reporting faculties have made the effort to improve their school's exploratory program by attending workshops, presentations, and visiting other schools with exploratory programs. Findings suggested that South Carolina middle level schools define and recognize exploratory classes when they can be classified as separate; it was concluded that these schools need to continue to place more emphasis on integrating exploration within the core curriculum. (HTH)

ED 436 311   PS 028 192

Holliday, Albert E., Ed.; Holliday, Joan M., Ed.
The Journal of Educational Relations, 1999.
PUB DATE- 99
NOTE- 162p.; For 1998 edition, see ED 426 802.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; Educational History; Educational Technology; Elementary Secondary Education; Family School Relationship; *Public Relations; School Administration; *School Community Relationship; Standardized Tests
IDENTIFIERS- Referendums

This document consists of the four 1999 issues of the "Journal of Educational Relations," published quarterly to promote student achievement through positive school-home- community relationships. The articles in the first issue include: "The 10 Major Educational Events of the 20th Century in the United States" (Ben Brodinsky) and "The Administrative Portfolio: A Means To Document Achievement and Assess One's Career" (Curtis L. Guaglianone and Diane M. Yerkes). Articles in the second issue include: "Consider the Roles of Communication Related to School Violence/Crises" (Michelle Kirsche) and "Create Effective and Attractive School District-Community Newsletters" (Tobias Bruhn). Articles in the third issue include: "Consider These Techniques To Become a Proactive Principal" (Elaine K. McEwan) and "Education's Image in the New Millennium: One Debacle To Overcome" standardized tests (David Alan Gilman). Articles in the fourth issue include: "Passing Bond Referenda: Four Steps to Success" (Elaine Baker) and "Comprehensive Public Relations Requires a Team Approach" (Doug Otto and Carole Greisdorf). Each issue also contains a teaching or administrative case study and response, book reviews, and articles in which educators share insights regarding improvements in school-community relations. (HTH)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Consolidated Schools; *Educational Change; Educational History; Elementary Secondary Education; Farmers; Mergers; Modernization; *Politics of Education; *Resistance to Change; Rural Education; *Rural Schools; *School Community Relationship; Social Class
IDENTIFIERS- Country Life Movement; *Iowa; Progressive Era

From 1912 to 1921, Iowa was the center of national attention as state and local education leaders attempted to implement a new model of rural education. This model was part of the Country Life Movement, whose proponents sought to create a more modern future for farm families, an alternative form of rural community that combined the advantages of city and country. This book analyzes the politics, geography, and social history of rural education reform and its principal policy prescription--rural school consolidation--in Iowa during this period. Resistance to consolidation was particularly virulent in the rural Midwest. Resistance was both place-based and class-based and proceeded in a highly localized manner. In most instances, the socially elite perceived rural resistance to be based on irremediable ignorance or reactionary perniciousness and did not recognize farm people's concerns that consolidation would undermine existing social relations and, therefore, the sustainability of family farming. Part 1 examines the theoretical and historical contexts of rural education reform in the Midwest and Iowa in the early 20th century. Part 2 provides a case study of how the school consolidation movement and local resistance unfolded in a particular place: Delaware County, Iowa, and the town of Buck Creek. An epilogue discusses implications for rural education reform today. An appendix provides demographic statistics for areas supporting and opposing consolidation. (Contains approximately 200 references, an index, and photographs.) (SV)

ED 436 331 RC 022 178

Montecel, Maria Robledo, Ed.; Goodman, Christie L., Ed.
IDRA Newsletter, 1999.
PUB DATE- 99
NOTE- 143p.; Published 10 times per year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; *Bilingual Education; *Disadvantaged; Dropouts; Educational Legislation; *Educational Strategies; *Educational Vouchers; Elementary Secondary Education; *Equal Education; Mexican American Education; Minority Groups; Parent Attitudes; *Student Attrition
IDENTIFIERS- *Coca Cola Valued Youth Program; *Texas

The 10 issues of IDRA Newsletter published in 1999 focus on education in Texas and on educational issues concerning minority, low-income, or bilingual students. Feature articles include: "Lost: $319 Billion and 1.2 Million Students" (Texas dropouts); "Breathing New Life into Language Assessment"; "Missing: Texas Youth--Dropout and Attrition Rates in Texas Public High Schools (an Excerpt)"; "Disciplinary Alternative Education Programs in Texas: What Is Known, What Is Needed (an Excerpt)"; "Project Alianza: Tapping Community Resources for Bilingual Teachers"; "Are We Making Educated Choices about Educating Our Children?"; "From 'DAC' to 'EAC': The Expanding Role of the Equity Assistance Center"; "Failing Our Children: Finding Alternatives to In-Grade Retention"; "The Use of Public Money for Private Schooling: Listening to Parents"; "Math and

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Content Area Writing; Cooperative Learning; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Instruction; *Motivation; Multiple Intelligences; Teaching Methods

This report describes a program for increasing class achievement by raising the motivational level of adolescents. The targeted population consisted of high school mathematics students from a metropolitan area located in central Illinois. The problem of low motivation level found in the targeted students was documented by student surveys. Evidence of this problem was also reflected in a high dropout rate as noted in the school's report card. The analysis of probable causes revealed that the students' lack of motivation was possibly caused by poor past performances, boredom, and a missing sense of ownership and responsibility. The attitudes of both students and parents continued to contribute to this problem. The presentation of inappropriate levels of task difficulty and a non-stimulating classroom environment has also fostered low motivation. Possible solution strategies involved a threefold approach. The first intervention targeted the students in an attempt to raise their level of intrinsic motivation and to increase their sense of ownership and responsibility. This treatment plan included student journals and surveys. The second intervention targeted the interest level of the students in the classroom. Collaborative groups and the use of multiple intelligence activities increased the motivational atmosphere. The third intervention targeted the classroom presentation by incorporating strategies such as writing through mathematics and solving real-life applications. The teachers' personal reflective journals indicated that progress was made in this area. Post intervention data indicated that cooperative learning and Multiple Intelligences (MI) activities did enhance the students' motivation for learning mathematics. Teacher and student journal reflections added a metacognitive element to this intervention. Appendices include the student survey and classroom materials. (Contains 73 references.) (Author/WRM)

ED 436 352 SE 061 717

Fisher, Nancy; Gerdes, Karen; Logue, Teresa; Smith, Lorna; Zimmerman, Inge
Improving Students' Knowledge and Attitudes of Science through the Use of Hands-On Activities.
PUB DATE- 98
NOTE- 180p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement; Action Research; Cognitive Development; Critical Thinking; Elementary Education; *Hands on Science; *Instructional Effectiveness; Instructional Innovation; Problem Solving; *Science Instruction; *Student Attitudes; Teaching Methods; *Thinking Skills

This report documents a program for improving science knowledge, attitudes, and higher order thinking skills through experiential science. The hands-on approach used successfully in the program is described, and evidence of student improvement is also presented. The targeted population consisted of students in the first, third, and fourth grades in

PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Art Activities; Biological Sciences;
Elementary Education; Environmental Education; Habitats;
Resource Materials; *Science Activities; *Science and Society;
Scientific Concepts; Wildlife
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. Contents are organized into the following sections: (1) "The Primates," including information and activities on gorillas, chimpanzees, monkeys, gibbons, lemurs, humans, and other primates; (2) "The Carnivores," offering information and activities on bears, raccoons, lions, sea otters, weasels, and other carnivores; (3) "Mammals with Hooves," providing information and activities on giraffes, horses, sheep, zebras, deer, and other hooved mammals; (4) "Bats," including information and activities on bats; (5) "Rodents and Other Gnawers," offering information and activities on mice, squirrels, porcupines, rabbits, hares, and other mammals with chisel-like teeth; (6) "The Insect Eaters," providing information and activities on shrews, moles, hedgehogs, tenrecs, and other small mammals that eat mostly insects; (7) "Mammals of the Sea," including information and activities on whales, dolphins, seals, manatees, dugongs, and other aquatic mammals; (8) "Odds 'n' Ends," information and activities on pangolins, platypuses, echidnas, kangaroos, armadillos, and other unusual mammals; and (9) "Appendix," featuring questions, a glossary, and bibliographic information. (WRM)

ED 436 378 SE 062 338

Braus, Judy, Ed.
Wading into Wetlands.
PUB DATE- 86
NOTE- 65p.; Cover title: "Ranger Rick's Nature Scope."
Discontinued; formerly published five times a year. For
selected items from the 17-item series, see ED 293 687, SE 060
994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Biological Sciences;
*Ecology; Elementary Education; Environment; Environmental
Education; Plants (Botany); Resource Materials; *Science
Activities; *Science and Society; Scientific Concepts; Water
Resources; *Wetlands; Wildlife
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Wading into Wetlands." Contents are organized into the following sections: (1) "What Makes a Wetland a Wetland?," offering information and activities on the major characteristics of wetlands and why wetlands are valuable to wildlife and people; (2) "Saltwater Wetlands," including information and activities on value of school ponds result in a number of compromises. These may be problematic in terms of conservation value but have to be resolved in an educational setting. (Contains 18 references.) (Author/ASK)

ED 436 402 SE 062 966

Braund, M. R.
Using Drama To Improve Student Teachers' Understanding in the Physical Sciences.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; *Drama; Dramatics; *Electricity; Foreign Countries; Higher Education; Improvisation; Instructional Innovation; Physics; Science Activities; *Scientific Concepts; *Teaching Methods
IDENTIFIERS- England

One way of making scientific concepts more accessible to students is to use active approaches, such as drama, in the classroom. The study reported in this paper evaluates the use of three dramatic improvisations performed by second year undergraduate students to improve their understanding of the generation and supply of electricity. Student improvisations were videotaped, and follow-up questionnaires and interviews were used in the study. The pedagogical advantages of using active learning in the classroom and the wider issues of drama's contribution to cognitive development are also discussed. (Contains 20 references.) (WRM)

ED 436 403 SE 062 978

Zaslavsky, Orit, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (23rd, Haifa, Israel, July 25-30, 1999). Volumes 1-4.
PUB DATE- 99
NOTE- 1526p.
LANGUAGE- English
EDRS Price- MF12/PC62 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Processes; Cultural Influences; Educational Technology; Elementary Secondary Education; Evaluation; Foreign Countries; Higher Education; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Number Concepts; Problem Solving; Professional Development; Social Influences; *Teacher Education; Visualization

This conference proceedings contains 135 research reports, 73 short oral reports, 30 poster session reports, 4 plenary addresses, 3 research forums, 6 project groups, and 5 discussion group reports. Only the research reports, research forums, and plenary addresses are full reports; the others are generally one-page abstracts. The first volume includes: (1) "Where in shared knowledge is the individual knowledge hidden?" (R. Hershkowitz); (2) "Professional development, classroom practices, and students' mathematics learning. A cultural perspective" (G. B. Saxe); (3) "One theoretical perspective in undergraduate mathematics education research" (B. Czarnocha, E. Dubinsky, V. Prabhu, and D. Vidakovic); (4) "Cultural aspects in the learning of mathematics" (N. Presmeg and P. Clarckson); (5) "Developing skills of advanced mathematical thinking" (P. E. Kahn). The second volume includes: (1) "Teacher profile in

ED 436 428   SE 063 059

Coben, Diana
Paulo Freire's Legacy for Adults Learning Mathematics.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Foreign Countries; *Mathematics Education; Number Concepts; *Numeracy

The death of Paulo Freire in May 1997 was a momentous event for educators everywhere, especially adult educators, and a sad one for those who knew and loved him. The author has been thinking and writing about Freire's work for many years, exploring his contribution to a radical politics of adult education. While Freire's work features strongly in debates about education and adult education generally, and about adult literacy in particular, his significance for adult numeracy/mathematics educators has been less discussed. In this paper, the author tries to redress the balance by considering the legacy of Paulo Freire's work for adults learning mathematics--and for teachers of adults learning mathematics, through a brief look at two very different developments in adults' mathematics education, both taking Freire as a starting point: Marilyn Frankenstein's work with adults learning mathematics in the USA and the REFLECT program of development education. (Contains 20 references.) (Author/ASK)

ED 436 429   SE 063 060

Maass, Juergen
Technology Transfer - A Useful Metaphor for University Level Mathematics Courses for Engineers and Scientists.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Mathematics; *Engineers; Foreign Countries; Higher Education; *Mathematics Instruction; *Metaphors; *Scientists

In Exeter (ALM 2, 1995), Wolfgang Schloeglmann and the author presented some results of their research. One of these results is a useful metaphor: Teaching mathematics to engineers and scientists who have finished their university studies and have worked for many years in, for example, industry, is structurally similar to the technology transfer from a highly industrialized country in Europe to a so called Third World or developing country in Africa. If this metaphor is correct, it is useful: people are able to learn something about chances, problems and mistakes. (Contains 11 references.) (Author/ASK)

ED 436 430   SE 063 062

Ilardi, Brian
Graduate Enrollment in Science and Engineering Continued To Decline in 1998.
PUB DATE- 99
NOTE- 5p.

borrowers. The module is part of a computer-animated series of four-to-five-minute modules illustrating standard concepts in high school economics. Although the module is designed to accompany the video program, it may be used independently. An "Economic Content" section provides teachers with supplemental economic background information to facilitate the use of the materials in the classroom. "Before the Viewing" activities introduce students to the concept of how banks create money and enhance their comprehension when viewing the program. "After the Viewing" activities expand upon the concepts presented in the video and, through classroom discussions, an interactive simulation, and student worksheets, give students a chance to practice their understanding of how banks create money. (BT)

ED 436 453 SO 031 099

Impeachment: What Should Congress Do? Web Lesson.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Government Role; Internet; Journalism; *Law Related Education; *Political Issues; Presidents of the United States; Secondary Education; Social Studies; United States Government (Course); World Wide Web
IDENTIFIERS- *Clinton (Bill); Congress; *Impeachment Proceedings; United States Constitution; Writing Contexts

This lesson is a scenario of an editorial assistant who has to write a memo to a metropolitan newspaper editor advising which of three possible positions to take regarding the impeachment of President Bill Clinton. The editor provides a guide for writing the memo and the guide mandates researching the memo using the Impeachment Links. The guide states the following format must be followed: (1) "Introduction"; (2) "Impeachment Overview"; (3) "Historical Precedents"; (4) "Opinion"; (5) "Refutation"; (6) "Proofs"; (7) "Conclusion"; and (8) "Sources." Web links, print media, online magazines, encyclopedias, and legal sources are given as informative references. (BT)

ED 436 454 SO 031 128

Lai, Selena
Hong Kong in Transition: A Look at Economic Interdependence.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Economic Impact; *Economics Education; Foreign Countries; Global Education; High Schools; *Political Power; Social Studies; Student Educational Objectives
IDENTIFIERS- China; Global Economy; Global Issues; Historical Background; *Hong Kong; *Interdependence; Political Implications

Economic interdependence has played an important role in Hong Kong's history, from its earliest days as a British colony to its current status as a center of international trade and finance. Hong Kong occupies a unique place in history because of its unprecedented transfer of power in 1997 from Britain to the People's Republic of China. The future of Hong Kong's many internationally-owned companies suddenly became unclear under a

Exploration to the present); (3) "Ellis Island and After" (focuses upon immigration policy past and present and explains Ellis Island itself as an artifact of that policy); (4) "Documents" (a series of historical documents relating to or written by those who came to the United States along with learning activities and discussion questions); (5) "Resources" (describes how this guide may be used and offers a bibliography of teaching and other resources); and (6) "Films, Videos, and Filmstrips" (contains annotated listings of related films, videos, and filmstrips). (BT)

ED 436 472 SO 031 276

Livermore, Joan, Ed.
More Than Words Can Say: A Set of Arts Literacy Papers.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Art Education; Art Teachers; Dance; Design; Drama; Elementary Secondary Education; Foreign Countries; Music; Visual Literacy
IDENTIFIERS- Art Literacy; Australia

The word 'literacy' is a familiar one in relation to the forms of expression and structure of verbal language. In this collection of papers the definition of literacy is expanded as it can be applied to individual art forms of dance, drama, media, music, visual art, and design. These art forms are those specified as the subjects forming the Arts Key Learning Area in Australian schools. The writers have approached the topics of arts literacy from their own experiences as artists and educators. The purposes of the papers are to stimulate discussion among teachers of the arts and other subjects and to raise an awareness of the potential for the arts to enhance learning across the curriculum. The following papers are included: (1) "Introduction," (Joan Livermore); (2) "Dance Literacy," (Ralph Buck); (3) "Drama Literacy," (Robin Pascoe); (4) "Music Literacy," (Margaret S. Barrett); (5) "Media Literacy: Media Literacy and the Information Age," (Robyn Quin); (6) "Visual Literacy," (Lee Emery; Adele Flood); (7) "Design Literacy: Process and Product," (Keith Russell; Kathy Grushka; Howard Middleton). (Author/LB)

ED 436 473 SO 031 286

Suthiwan, Titima; Tadmor, Uri
Thailand: Land of Contrasts. A Workbook for High School Classes.
SPONS. AGENCY- Henry Luce Foundation, New York, NY.
PUB DATE- 97
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Indochinese; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; World History
IDENTIFIERS- *Asian Culture; *Thailand

This book introduces students to the people and country of Thailand. This ancient and historic land is filled with beauty, diversity, and wonder. This book provides background information and suggested topics for an intensive study of the

DESCRIPTORS- *Adult Education; Developing Nations; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education
IDENTIFIERS- China

This study explored issues related to teacher training in China. After a review of the historical and current development of Chinese teacher education, the paper discusses issues related to teacher training for adult education. Results of a survey indicated that teacher training for adult education in China was very inadequate. The system needed a complete training program to train teachers at different levels, not just for subject knowledge, but also for teaching skills. This study also examined issues in teacher training for primary and secondary schools. Survey results indicated that this type of teacher training was also inadequate. Teachers in training receive too little practice teaching and too few current textbooks. Also, methodology was not considered an important course. The political and social status of teachers in China was low, so people did not have much incentive to take up a teaching career. There was little reward for success in teaching, too. The paper presents a list of eight recommendations for changing China's teacher education system. (Contains 10 references.) (SM)

ED 436 494   SP 038 885

Vinten-Johansen, Peter; McDiarmid, G. Williamson
Stalking the Schoolwork Module: Teaching Prospective Teachers To Write Historical Narratives.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *History Instruction; Preservice Teacher Education; Preservice Teachers; *Writing Skills
IDENTIFIERS- Narrative Text

This paper explored whether a highly structured experience in writing historical narratives would help student teachers learn this form of writing and the character of historical knowledge. The paper begins by discussing the role of narrative in learning history. The study involved a historiography course that was designed for students to study what Darwin wrote while on a particular voyage. Students selected a focused topic and wrote a historical narrative. They also wrote two essays on historical methodology. Researchers collected data from students' formal writing, field notes, interviews with the teacher, and discussions with students. Data analysis indicated that students did not necessarily learn to write in the narrative form because they had taken a number of history courses. Few history courses, even at the upper levels, included direct, explicit instruction on how to craft convincing historical narratives. Students needed to be explicitly taught extended forms of historical writing in ways that made transparent each step in the process. Instructors had to contend with students' prior experiences with the subject matter. The eight appendixes present class assignment sheets. (Contains 71 references.) (SM)

ED 436 495   SP 038 886

Ohio's Entry Year Program for Teachers: Toward the Implementation of Performance-Based Licensure.

male versus female administrators or teachers. The Principal Profile is appended. (SM)

ED 436 514 SP 038 905

Riley, John F.

Collaborative Planning and Decision Making: Preliminary Conclusions from an Ongoing Case Study of Elementary School Team Teaching.

PUB DATE- 99

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Beginning Teachers; Collegiality; *Cooperative Planning; Elementary School Teachers; Grade 5; Intermediate Grades; *Participative Decision Making; *Teacher Collaboration; Teacher Participation; Teaching Experience; *Team Teaching; Teamwork

This study examined the collaborative planning and decision making of a grade level team of elementary teachers. The purpose of the case study was to determine the level and nature of interaction among teachers who participated in grade level team planning meetings during the school year. Eight fifth grade teachers in a mid-South suburban school district participated in the initial phase of the study in the spring of the school year. Two teachers on the team were first-year teachers. The others ranged in experience from 2-13 years. One teacher was African American, and the rest were Caucasian. All were female. The researcher observed the teachers during their regular team planning meetings, which were 90 minutes Monday afternoons after school and 45 minutes Wednesday mornings during their students' physical education period. The Monday afternoon meetings were devoted primarily to curriculum planning. The Wednesday morning meetings were devoted to team business. The team captain conducted both meetings. The researcher compiled field notes on individual levels of participation and categorized the types of teacher interaction. The analyses of these data provide insight into team planning and decision making as practiced in this situation, as well as the relative roles of veteran and novice teachers. (Contains 19 references.) (Author/SM)

ED 436 515 SP 038 906

Young, Barbara N.; Craig, Dorothy V.

Warnings from the Field: A Study of Perceptions of Violence of Middle School Students, Middle School Preservice Teachers, Middle School Practicing Teachers, High School Students, High School Preservice Teachers, High School Practicing Teachers.

PUB DATE- 99

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Environment; High School Students; High Schools; Higher Education; Middle School Students; Middle School Teachers; Middle Schools; Preservice Teacher Education; *Preservice Teachers; Secondary School Teachers; *Student Attitudes; Tables (Data); *Violence

This study examined the perceptions of violence held by away from academic instruction. Data also suggest that early intervention is most likely to be successful with ALP students. (Contains 22 figures.) (SLD)

ED 436 534 TM 027 591

Cobb, Caronly; Brewer, Delores; Bauman, Amy; Groves, Paula; Rayle, Joesph; Noblit, George
Alternative Learning Programs Evaluation: Part 3 Report. Case Studies of Alternative Schools and Programs.
PUB DATE- 97
NOTE- 52p.; "With assistance of Dr. David Langmeyer." For Parts 1 and 2 of this report, see TM 027 589-590.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Case Studies; Class Size; *Intermediate Grades; Middle Schools; *Nontraditional Education; Problem Solving; *Program Effectiveness; Program Evaluation; *Secondary Education; State Programs; *Student Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- Caring; *North Carolina

In 1996, North Carolina began a 5-year evaluation of alternative learning programs (ALPs). This report contains in-depth case studies of four ALPs during the 1996-97 school year. The ALPs were selected to represent different types of programs in the state, and include one middle school, two high school, and one elementary school programs. The case studies were designed to look at issues of student attitudes, behavior, and problem solving. Across the programs, it was found that ALP staff combine caring with high expectations and that they determine program effectiveness by the success of individual students. ALP students do not usually maintain their ties with the schools they have left, and many ALPs are regarded by students as dumping grounds or "junior jails." Many staff members do not have adequate training or support, and the programs lack adequate facilities, materials, and budgets. Based on case study findings, recommendations are made for improvement of staffing and resources for ALPs. Small class size, an individualized and experiential teaching format, and a caring faculty are essential if ALPs are to function effectively. (SLD)

ED 436 535 TM 027 592

Learning Climate in Schools: Part I. Views of Disruptive and Violent Behavior in Middle and High Schools. Evaluation Brief.
PUB DATE- 96
NOTE- 8p.; For Part II, see TM 027 593.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Educational Environment; High Risk Students; *High Schools; Middle School Teachers; *Middle Schools; *School Safety; Secondary School Teachers; *Teacher Attitudes; Violence
IDENTIFIERS- North Carolina End of Course Testing Program; North Carolina End of Grade Testing Program

This evaluation brief examines several sources of data to show the areas and grade levels in which interventions related to at-risk behavior in public schools are most needed. The evaluation was part of an ongoing look at alternative learning programs in North Carolina. The sources of data include North Carolina's annual report on school violence for 1994-95, selected data from the 1995 North Carolina "Youth Risk Behavior Survey," and

(Contains 116 references.) (SLD)

ED 436 554 TM 029 203

Voogt, Joke, Ed.; Plomp, Tjeerd, Ed.
Education Standards and Assessment in the Russian Federation: Results from Russian-Dutch Cooperation in Education. First Edition.
PUB DATE- 98
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Curriculum Development; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *International Studies; Program Evaluation; *Standards
IDENTIFIERS- *Russia

From 1992 to 1997, a joint Russian-Dutch project team contributed to the elaboration of education standards and an educational assessment system in the Russian Federation in the wake of the transition in the Russian Federation from a centralized to a decentralized society. The chapters in this book describe the results of the project and provide insight into the developments taking place with regard to standards and assessment in Russian education. The following chapters are included: (1) "Education Standards and Evaluation: Russian Educational Policy in the Perspective of the Russian-Dutch Cooperation in Education" (Tj. Plomp, S. Shishov, and J.M. Voogt); (2) "The Priorities of Russian Educational Policy after 1991" (S. Shishov); (3) "Functions and Formats of Curriculum Standards: A Comparison of Standards in the Russian Federation, the Netherlands and England & Wales" (J.M. Voogt); (4) "Development of the Regional Component of the State Education Standards: An Experience of the Region Vologda" (V. Sudakov); (5) "Examination Practices in the Russian Federation: Present Situation and Perspectives for Development" (M. Leonteva, Tj. Plomp, and J.M. Voogt); (6) "Setting Up a Regional Testing Service" (T. Makarova); (7) "Assessing Educational Quality through International Comparative Research: The Third International Mathematics and Science Study in the Russian Federation" (G. Kovalyova); (8) "Conceptualisation of Monitoring Quality in Education: The Relation with Education Standards and Assessment" (Tj. Plomp and J.M. Voogt); (9) "A Technology for Standard Development at the Regional Level: Development and Dissemination" (J.M. Voogt, V. Sudakov, and Tj. Plomp); (10) "Implementation of Education Standards in Schools" (T. van der Meer); (11) "Educational Assessment in the Russian Federation" (S. Bakker); (12) "The Russian-Dutch Cooperation: The Problem of Education Standards" (V. Bolotov); and (13) "The Russian-Dutch Programme on Education Standards and Evaluation: A Dutch Perspective" (J. van Bruggen). Each chapter contains references. (Contains 19 figures.) (SLD)

ED 436 555 TM 030 294

Glass, Gene V., Ed.
Education Policy Archives, 1999.
PUB DATE- 99
NOTE- 222p.; "Education Policy Archives" is an electronic-only journal (see http://epaa.asu.edu/epaa) covered on an article-by-article basis in "Current Index to Journals in Education (CIJE). Number 24 is in Portuguese with English and Spanish

DESCRIPTORS- *Academic Persistence; *College Students;
*Engineering; *Grade Point Average; Higher Education;
Prediction; *Predictor Variables; Student Characteristics
IDENTIFIERS- Auburn University AL

Whether a set of predictor variables could be identified from pre-enrollment and post-enrollment data that would differentiate students who advance to a major in engineering from those who do not was studied with students at Auburn University, Alabama. Also studied was whether predictors could be isolated that would identify students likely to graduate with another major and whether any relationship exists between the grades earned by students and 15 courses selected from the pre-engineering curriculum. Participants were 868 freshmen who entered as pre-engineering students over the course of 7 years. Variables used were high school total grade index, high school mathematics grade index, high school science grade index, high school humanities grade index, and first quarter college grade point average. Analyses indicated that first quarter college grade point average was a significant indicator in the prediction of success in higher education. In addition, high school grade indices also predict at a high rate. (Contains 30 references.) (SLD)

ED 436 578   TM 030 440

Englehardt, Cathy Willis; Hauser, Brenda Bennett
Graduation 2010: The Chess Component of Critical Thinking.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Elementary Education;
*Elementary School Students; *Games; Teaching Methods;
*Thinking Skills
IDENTIFIERS- *Chess; *Daviess County School System KY; Kentucky

This paper describes the chess program for elementary school students in the Daviess County School District, Kentucky. The Critical Thinking committee of the school system's Graduation 2010 initiative explored various ways to promote critical thinking in the classroom and arrived at a program to put chess boards in the classrooms and to encourage student, and teacher, participation. The program begins with kindergarten students. Because many teachers did not play chess themselves, the school district developed a manual and a teaching aid so that chess could be taught in the school. As implemented, the program is to be a 5-year curriculum plan with implementation through five stages. (SLD)

ED 436 579   TM 030 441

Horton, Steve; Kher, Neelam; Molstad, Susan; Autrey, Kathy; Juneau, Gayle
Using Discriminant-Function Analysis To Predict Student Success in Core English Courses.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English

states and localities are building "Work First" into welfare-to-work programs funded under Temporary Assistance to Needy Families, and many are adopting Job Training Partnership Act funds to support the new policy. In implementing "work first" policies, it is necessary to look at and do something about the realities of the labor market. One of the most important of these is the need for skills that working does not teach. This report describes a number of programs that combine skills training and "Work First" employment. Three different models of "Work First" training and employment are described. In one, the hub organization provides the training, and others provide the "Work First" jobs. A second approach has the hub organization provide the jobs while others provide the training. In the third model, the hub organization provides both jobs and training. Whatever their organizational framework, all the programs described in this report rely on multisource funding strategies. Some of the principles common to the programs described are identified. Descriptions of seven "Work First" programs show how they operate, are funded, and who benefits from their operation. (SLD)

ED 436 601 UD 033 204

Antonette, Lesliee
The Rhetoric of Diversity and the Traditions of American Literary Study: Critical Multiculturalism in English. Critical Studies in Education and Culture Series.
PUB DATE- 98
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; Course Content; Cultural Awareness; Cultural Differences; *Diversity (Student); *English; Higher Education; Minority Groups; *Multicultural Education; Stereotypes

This book considers the concept and practices of a noncritical multiculturalism as it has functioned historically and as it is widely practiced in U.S. university English programs. Multiculturalism as experienced in U.S. English programs serves to reproduce privileged discourse that inadvertently reproduces the same oppressive practices it would resist in the academic communities of composition and literature. A critical multiculturalism attempts to make visible the means through which multicultural reality has been subordinated to a monocultural hegemonic agenda. This, however, does not mean that a critical multicultural hegenomic agenda will not possess its own set of problems and issues. The chapters are: (1) "Ethico-Political History and the Production of a Noncritical Multiculturalism"; (2) "Reconstructing Multiculturalism Critically"; (3) "Critical Multicultural Readings of Four American Texts"; and (4) "Critical Multicultural Pedagogy." An appendix discusses a multicultural reading paradigm. (Contains 111 references.) (SLD)

ED 436 602 UD 033 205

Schwartz, Wendy
Preventing Violence by Elementary School Children. ERIC/CUE Digest Number 149.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Adolescents; Child Advocacy; *Children; Computer Uses in Education; Elementary Secondary Education; Family School Relationship; Homework; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; *Parents; Parents as Teachers; Student Motivation; Values Education; Work Attitudes
IDENTIFIERS- Family Activities

Based on conclusions from more than 30 years of research linking parental involvement and higher student achievement, this booklet offers 106 ways parents and others can become more involved in children's education. The ideas are grouped according to the following categories: (1) learning begins at home; (2) making sure your child starts school ready to learn; (3) making family time learning time; (4) using the newspaper for better learning; (5) using computers to promote learning; (6) increasing your child's self-esteem and motivation; (7) supporting your child's schoolwork; (8) working with the school; (9) promoting your family's values; (10) helping your child avoid negative peer pressure; (11) promoting good health = promoting good learning; (12) preparing your child for the world of work; (13) getting the help you need; and (14) establishing home/school/community support for learning. The booklet concludes by noting that with a little caring and creativity, parents can help children get ready for, enjoy, and stay in school, and prepare for a bright future after graduation. (Contains 21 references.) (KB)

ED 436 293 PS 028 146

Amundson, Kristen J.
Getting Your Child Ready for School. Parents as Partners Series.
PUB DATE- 99
NOTE- 24p.; For the 1992 edition of this publication entitled, "Getting Your Child Ready for School...And the School Ready for Your Child," see ED 348 727. For other publications in the Parents as Partners series, see PS 028 145-148.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Learning Activities; Learning Readiness; *Parent Child Relationship; Parent Materials; *Parent Role; Parents; *Parents as Teachers; *School Readiness
IDENTIFIERS- Family Activities

Although many studies show that children who have rich early childhood experiences are better prepared for academic learning in school, many kindergarten teachers report that a large, and growing, number of children are not ready to learn when they arrive for their first day of school. This booklet, directed to parents, provides information on the critical role of parents in preparing their child for later school success. The booklet examines the current knowledge about school readiness; discusses the reasons some children are not ready; and outlines what schools, parents, and communities can do to help children enter school ready to learn. Also included are dozens of enjoyable activities parents and children can try at home that help prepare children for school success. (Contains 11

ED 436 312 PS 028 193

Sharman, Phil, Ed.
Child Support Report, 1999.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 98p.; For 1998 reports, see ED 426 813.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Support; *Child Welfare; Children; Divorce; Fathers; Federal Legislation; Parent Child Relationship; Parent Responsibility; Parents; State Programs; State Regulation; Welfare Services
IDENTIFIERS- *Child Support Enforcement; Interstate Child Support; Interstate Cooperation; Noncustodial Parents; Paternity Establishment; Welfare Reform

This document comprises the 12 issues for 1999 of the "Child Support Report," which explores problems related to child support enforcement, reports on federal and state government child support enforcement initiatives, and summarizes research related to child support. Editorials and information on events and conferences of interest and funding opportunities are featured regularly. Major topics include: (1) Kentucky's Investigator Pilot Project, and early findings of the effect of child support and self-sufficiency programs in Washington state (January); (2) the National Council of State Child Support Enforcement Administrators, and Operation Search and Seize in Georgia (February); (3) increasing interstate collections, and reducing welfare costs and dependency (March); (4) Ad Council campaign aimed at fathers, and barriers to applying for child support services (April); (5) Texas' Paternity Opportunity Program, and implementing self-assessment of state child support enforcement programs (May); (6) the Georgia Fatherhood Initiative to help low-income men pay support, and information exchange by Internet (June); (7) Colorado efforts to serve prisoners with child support obligations, and a California court ruling concerning child support defendants and appointed counsel (July); (8) the role of state courts in child support enforcement, and new safeguards for family violence victims (August); Rhode Island's electronic funds transfer/electronic data interchange (EFT/EDI) for child support funds, and Mississippi's Responsible Fatherhood Initiative (September); (10) connecting fathers, families, and communities in Washington state, and Minnesota's project to help low-income fathers (October); (11) the National Legislators' Symposium on Child Support, and a survey of Food Stamp Program participants (November); and (12) Year 2000 preparations of the Office of Child Support Enforcement, and new federal rules to enforce health care coverage in child support orders (December). (HTH)

ED 436 313 PS 028 197

Repetti, Rena L.
The Longitudinal Association between Perceived Job Characteristics and Fathers' Relationships with Their Children.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Science Education: A Practical Equity Guide"; "Sexual Harassment: What Parents and Students Should Know"; "For Our Children: Preserving Our Neighborhood Public Schools" (opposition to vouchers); "Coca-Cola Valued Youth Program: The Value of Video Conferencing"; "Read It Again! How To Select Quality Literature for Young Children"; "The Anti-Social Promotion Bandwagon: Riding Down the Campaign Trail"; "Legislature Grapples with Reform Issues: A Texas Policy Update"; "Two-Way Bilingual Programs: The Demand for a Multilingual Workforce"; "Parents Organizing Bilingual Education Advocates: Parent Institutes as a Strategy"; "Origins of Public Education and the Voucher Debate"; "Characteristics of a School That Is Safe and Responsive to All Children"; "Educational Technology: An Update"; "Coca-Cola Valued Youth Program: Preparing Leaders for the New Millennium"; "Project Flair: Working Together for a Better Learning Environment"; "Appropriate Language Instruction: Stephanie's Story"; "Litigation on Vouchers"; "Texas Legislative Update"; "A Model Teacher Preparation and Leadership Development Initiative: First Year Findings"; "What a Difference a Year Made"; "Extending Advanced Skills Instruction into the Education of Disadvantaged Students"; "Community Supports Public Schools, Opposes Vouchers"; "Significant and Worthwhile Changes in Educational Evaluation: Putting Value in Evaluation"; "Coca-Cola Valued Youth Program Participants Testify before Congressional Committee"; "More Students Served in Bilingual and ESL Programs but More LEP Students Assigned to Special Education"; "Attrition Rates in Texas Public High Schools Still High"; Coca-Cola Valued Youth Program: Still Getting Great Results"; "Lessons Learned, Lessons Shared: An Excerpt" (immigrant education); "Alternative Education Programs in Texas: More Questions than Answers"; "Educating a New Generation: A Reflection on the Process"; "IDRA Content Area Program Enhancement: A Contribution for Limited-English-Proficient Students"; and "Texas Schools Have Support for Comprehensive School Reform". (Includes a cumulative index.) (SV)

ED 436 332   RC 022 179

The Link, 1995-1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Change; Educational Environment; *Educational Practices; Educational Research; Educational Strategies; Elementary Secondary Education; Research and Development; *Rural Education; School Community Relationship

This document contains the 16 issues of the newsletter "The Link" published during 1995-98. The Link disseminates resources, recent educational research findings, and other information of interest to practitioners in the four states served by Appalachia Educational Laboratory (AEL): Virginia, West Virginia, Kentucky, and Tennessee. Feature articles cover such topics as inclusion practices, legislation, and resources; instructional strategies for attention deficit disorders; school-community connections; implementation of the Kentucky Education Reform Act (KERA) in rural Kentucky districts; preventing antisocial behavior in disabled and at-risk students; encouraging girls in science, mathematics, and a single unit district in two rural, middle class communities, located in central Illinois. The problems addressed were evidenced by teacher observation, test scores, anecdotal records, and student surveys. Analysis of probable causes through research literature revealed a lack of teacher training in experiential science, current testing tools not coordinating with teaching methods, and teachers not being given necessary time to plan and prepare appropriate science activities. In addition, teachers, administrators, and community were unwilling to change from content-oriented teaching to hands-on methods, as well as content-oriented textbooks and curriculum not offering hands-on activities to substantiate experiential learning. Also, constraints on supplies and money hindered implementation of hands-on science. Furthermore, technology required to implement hands-on science activities was still in its infancy. Test scores, teacher observations, and anecdotal records indicated a lack of scientific knowledge and procedures, and limited enthusiasm for the subject area. A review of solution strategies suggested by literature, combined with an analysis of the problem, resulted in the selection of the intervention: a program implementing a hands-on science approach. Post intervention data indicated an increase in students' knowledge and the use of higher order thinking skills. Researchers also noted an improved attitude toward science. Appendices include surveys and tests used by the researchers and classroom materials. (Contains 25 references.) (Author/WRM)

ED 436 353 SE 061 718

Bouris, Randy; Creel, Holly; Stortz, Barry
Improving Student Motivation in Secondary Mathematics by the Use of Cooperative Learning.
PUB DATE- 98
NOTE- 142p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Active Learning; *Cooperative Learning; High Schools; *Mathematics Instruction; *Motivation; Teaching Methods

This report examines the problem of a lack of motivation in secondary mathematics students. A large percentage of our students view upper level math courses as only a means to an end. They lack self motivation and are driven by either parental concerns or the desire to score well on college entrance exams. They see very little transfer from the classroom environment to their own career goals. The targeted population consists of a single site in a rural suburban setting. The students will be those who are currently enrolled in Advanced Algebra, Trigonometry, and Calculus. Analysis of the probable cause literature supported this hypothesis that students: 1) do not learn much by just being in class, 2) meaningful activities are more transferable, 3) when everything is the same in a daily structure boredom sets in, 4) secondary schools tend to offer strict methods of instruction rather than the use of exploration, 5) tend to achieve more when they are in control of their own learning, 6) active learning leads to less behavioral problems than passive learning, and 7) success is the most powerful of all motivators. After a review of the possible intervention strategies as presented by educational researchers, the goal was to measure the motivational levels of various levels of classes before, during, and after being exposed to cooperative learning. By tailoring cooperative characteristics of salt marshes and mangrove swamps and the plants and animals that live in them; (3) "Freshwater Wetlands," providing information and activities on the characteristics of freshwater swamps, marshes, and bogs; (4) "Wetlands, Wildlife and People," including information and activities on the ways people have used and abused wetlands and what we can do to help protect them; (5) "Crafty Corner," giving ideas for art projects; and (6) "Appendix," featuring a glossary and bibliographic information. (WRM)

ED 436 379   SE 062 339

Braus, Judy, Ed.
Geology: The Active Earth.
PUB DATE- 87
NOTE- 69p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Earthquakes; Elementary Education; Environment; Environmental Education; Fossil Fuels; *Geology; *Minerals; Natural Resources; Paleontology; Petrology; Plate Tectonics; Resource Materials; *Science Activities; *Science and Society; Scientific Concepts; Volcanoes
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Geology: The Active Earth." Contents are organized into the following sections: (1) "Earth on the Move," describing information and activities on the structure of the Earth, the theory of plate tectonics, and earthquakes and volcanoes; (2) "Rocks and Minerals," giving information and activities on rock and mineral composition, formation, and classification; (3) "Shaping the Landscape," providing information and activities on forces that wear down landforms and forces that build them up; (4) "Secrets of the Past," offering information and activities on how and where fossils form, what they tell about the past, and how scientists determine the ages of fossils; (5) "People and Geology," providing information and activities on the origins and uses of rocks, minerals, and fossil fuels, and some of the problems caused by their use; and (6) "Appendix," featuring bibliographic and other reference information. (WRM)

ED 436 380   SE 062 340

Braus, Judy, Ed.
Endangered Species: Wild & Rare.
PUB DATE- 87
NOTE- 65p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom

the geometry curriculum based on the Van Hiele theory" (M. D. Afonso, M. Camacho, and M. M. Socas); (2) "Pupils' images of teachers' representations" (C. Bills and E. Gray); (3) "What kind of mathematical knowledge supports teaching for 'conceptual understanding'? Preservice teachers and the solving of equations" (D. Chazan, C. Larriva, and D. Sandow); (4) "Argumentative aspects of proving: Analysis of some undergraduate mathematics students' performances" (N. Douek); (5) "A numeracy assessment framework for the international life skills survey" (I. Gal). The third volume includes: (1) "'What Can We All Say?' Dynamic geometry in a whole-class zone of proximal development" (J. Gardiner, B. Hudson, and H. Povey); (2) "Pedagogy and the role of context in the development of an instrumental disposition towards mathematics (S. Goodchild); (3) "Alternative assessment for student teachers in a geometry and teaching of geometry course" (B-S. Ilany and N. Shmueli); (4) "Learning pre-calculus with complex calculators: Mediation and instrumental genesis" (J. B. Lagrange); (5) "This patient should be dead! Or: How can the study of mathematics in work advance our understanding of mathematical meaning-making in general?" (R. Noss, C. Hoyles, and S. Pozzi). The fourth volume includes: (1) "The research of ideas of probability in the elementary level of education" (A.-M. Ojeda); (2) "Monitoring of dynamics of students' intellectual growth in MPI-Project" (S. Rososhek); (3) "Conceptual understanding of conventional signs: A study without manipulatives" (C. Silveira); (4) "Does the understanding of variable evolve through schooling?" (M. Trigueros and S. Ursini); (5) "Boys, mathematics and classroom interactions: The construction of masculinity in working-class mathematics classrooms" (R. Zevenbergen). (ASK)

ED 436 404 SE 062 985

Johnson, William L.; Johnson, Annabel M.; McKenna, John E.
Science and Religion at a Crossroads: An Educational Perspective.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitudes; Higher Education; *Philosophy; *Religion; Religious Factors; Science Education; Science History; Scientific Literacy; Scientific Methodology; *Scientific Principles; Theological Education

This article's thesis is that religion and science are ultimately the same thing, that they affect one another, and that people in the two fields therefore need to communicate. The authors begin by discussing the importance of ethical transformations to a life of love and character, arguing that the development of a technological society does not free us from ethical demands. They then move to advocating dialogue about the shared truths of science and religion. Wanting both, and positing that the former is a foundation for the latter, the authors state that Einstein's famous logion cannot be ignored: "The situation may be expressed by an image: Science without religion is lame, religion without science is blind." (Contains 54 references.) (Author)

ED 436 405 SE 062 986

Thorson, Annette, Ed.
Integrating Technology in the Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; *Engineering Education; Engineers; *Enrollment Trends; Foreign Students; *Graduate Study; Higher Education; Minority Groups; School Demography; *Science Education; Scientists; Sex Differences
IDENTIFIERS- National Science Foundation

This Science Resources Studies Data Brief reports on statistics related to graduate enrollment in science and engineering in the United States for 1998. The data presented here were obtained from the National Science Foundation's 1998 Survey of Graduate Students and Postdoctorates in Science and Engineering, which collected data at 601 institutions in the United States and outlying areas. The number of science and engineering graduate students fell for the fifth consecutive year, although enrollment in computer science and electrical engineering increased. The study also notes that enrollment for minority groups has continued to rise. (WRM)

ED 436 431 SE 063 071

Baker, William P.; Lang, Michael; Lawson, Anton E.
Testing Alternative Hypotheses about Animal Behavior.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Animal Behavior; Kindergarten; *Kindergarten Children; *Learning Processes; Primary Education; Science Activities; Science Instruction; *Science Process Skills; Scientific Methodology; Zoology
IDENTIFIERS- Isopods; *Learning Cycle Teaching Method

Research indicates that the effectiveness of instruction in the elementary classroom is enhanced when it incorporates materials that actively engage students in the generation of scientific explanations. To this end, this document describes an exercise that allows Kindergarten students to explore the basic principles of animal behavior in an interesting and fun way. As part of the activity, students explore the characteristics of terrarium animals, and create and test ideas (alternative hypotheses) about environmental factors that the animals prefer. Along the way, the teacher has an opportunity to introduce several principles of animal behavior, and students have an opportunity to apply them to explain their observations. This lesson is one of a collection of twenty learning cycle-based lessons developed for the Phoenix Urban Systemic Initiative. (Contains 13 references.) (Author/ASK)

ED 436 432 SO 029 286

Educational Research Workshop on "Minority Education" (Bautzen (Saxony), October 11-14, 1994).
PUB DATE- 95
NOTE- 34p.; This Educational Research Workshop was organized by the Council for Cultural Co-Operation (CDCC) of the Council of Europe and the Ministry of Education of Saxony (Germany) in cooperation with the German Institute for International Educational Research in Frankfurt-on-Main, acting as scientific adviser.
LANGUAGE- English

new government whose ruling philosophy was inherently opposed to the existing capitalist way of life. Ironically, the economic interdependence that helped transform Hong Kong into a world financial center was what eventually unraveled the longstanding stability of Hong Kong's economy. Lesson 1 of this curriculum unit introduces students to the geography and colonial history of Hong Kong. Lesson 2 focuses on the tourist industry, a crucial component of the service industries which propel 80% of the Hong Kong economy. Lesson 3 uses a reader's theater in the format of a roundtable discussion to highlight different points of view regarding the 1997 exchange of power. In the curriculum unit, students study historical, economic, social, and political issues relevant to contemporary Hong Kong; begin to understand the concept and importance of global economic interdependence; analyze a given source of information by recognizing, identifying, and understanding biases and perspectives; and work effectively in large and small groups. Each lesson includes several handouts. Appendixes contain a glossary and references. (BT)

ED 436 455 SO 031 129

Lai, Selena; Young, Jocelyn; Mukai, Gary
China and the World in 2010: An Introduction to Futures Studies.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Case Studies; Foreign Countries; *Futures (of Society); High Schools; Higher Education; *International Relations; Non Western Civilization; Research Tools; Social Studies; *World Affairs
IDENTIFIERS- *China; *Global Issues

This curriculum unit aims to introduce students to the study of the future by teaching about some of the tools that futurists use. Through the small group activities in the unit, students will become familiar with and proficient in using the following tools: historical analogy, trend extrapolation, cross-impact matrix, and decision-maker's flowchart. Students will learn how to use these tools as applied to China, but can then be applied to almost any content area. The unit uses China as a case study of the future for a number of reasons: its sheer prominence as an emerging player in the international community calls for a deeper understanding of the country; the study of China embodies the interdisciplinary nature of futures studies itself; and how China's role in the world evolves during the 21st century will be of utmost importance to students' understanding of both domestic issues and international relations. Lesson 1 of this curriculum unit asks students to explore the concept of the future. Lesson 2 encourages students to consider historical analogy, (how studying the past can help in studying the future). Lesson 3 focuses on trend extrapolation from time series data representing population growth in China. Lesson 4 teaches students how to use a cross-impact matrix, a tool often used by futurists to determine how various trends may interact to produce certain outcomes. Lesson 5 introduces students to China's economy by examining the eight regions of China. Each of the five lessons in the guide has specific learning objectives. Contains handouts and transparencies. (BT)

ED 436 456 SO 031 130

country. The seven chapters are entitled: (1) "The Land"; (2) "The People"; (3) "Early History"; (4) "Ayutthaya"; (5) "Thonburi and the Early Bangkok Period"; (6) "The Emergence of Modern Thailand"; (7) "The Post-War Period"; (8) "Arts and Crafts"; (9) "Aspects of Thai Culture"; (10) "Religion"; (11) "The Economy"; (12) "The Government"; and (13) "Thai Teenagers." Tables, diagrams, graphs, and maps illustrate the text. A 67-item glossary, bibliography, resource list, and answer key conclude the book. (BT)

ED 436 474 SO 031 324

Cisneros-Cohernour, Edith J.; Merchant, Betty M.; Moreno, Robert P.
Evaluating Curriculum Reform in Mexico: Challenges Addressing a Diverse Population.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Research; *Developing Nations; Diversity (Student); Educational Research; Foreign Countries; Formative Evaluation; Higher Education; National Curriculum; Secondary Education
IDENTIFIERS- *Curriculum Implementation; Local Control; *Mexico

Preliminary findings were generated from a formative evaluation that examined the implementation of a new secondary curriculum in Mexico. The study provides a deeper understanding about what is gained and what is lost when a decentralized curriculum is designed at the national level and implemented in local settings. Some insight is provided into how well the new curriculum is serving the needs of the different ethnic groups in a country with ethnically, culturally, and economically diverse populations. Data collection involved document analysis, site visits, and interviews with officials from the State Department of Education along with teachers and school administrators in four secondary schools in southeast Mexico. Findings suggest that the emphasis on homogeneously implementing national standards without consideration of local context have created a situation where the tension between national standards and local needs could affect the quality of students' education. The educational possibilities for children of indigenous ancestry are particularly at risk. National versus local is a significant topic both in Mexico and the United States, as is the issue of diverse ethnic groups and the extent to which students will be well served by national curriculum standards. Contains 5 notes, 18 references, and a table of data. (BT)

ED 436 475 SO 031 438

White, Sheida; Vanneman, Alan
Student Musical Activities and Achievement in Music: NAEP 1997 Arts Assessment.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Educational Quality; Elementary Secondary Education; Higher Education; *Mentors; Preservice Teacher Education; Public Schools; *State Standards; *Teacher Certification; *Teacher Competencies; Teaching Experience; Teaching Skills
IDENTIFIERS- Ohio

Ohio's new Teacher Education and Licensure Standards were adopted in 1996 and became effective in 1998. Designed to strengthen Ohio's teacher preparation programs, achieve higher standards, and intensify professional development, the standards require successful performance by beginning teachers. The standards state that the Entry Year (EY) Program will include both a formal program of support and assessment of the beginning teacher or principal. To qualify for professional licensure, all beginning teachers must successfully complete the EY program and assessment. The EY program, which lasts 1 academic year, provides direct assistance to Ohio's teachers via mentors. The Praxis III Professional Assessment for Beginning Teachers will be used as Ohio's performance assessment for licensing all beginning teachers. This booklet explains what beginning teachers, mentor teachers, and administrators need to know. It also presents resources for further information. (SM)

ED 436 496 SP 038 887

Kirby, Sheila Nataraj; Naftel, Scott; Berends, Mark
Staffing At-Risk School Districts in Texas. Problems and Prospects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Faculty); *Educational Finance; Elementary Secondary Education; *High Risk Students; *Minority Group Teachers; Public Schools; School District Wealth; School Districts; Teacher Characteristics; *Teacher Supply and Demand
IDENTIFIERS- Texas

This report examines demand and supply of minority teachers in Texas. Researchers investigated what defined at-risk districts; how those districts differed from those not at risk; and what was known about the likely future demand and supply of minority teachers. Information came from a longitudinal data file on public school teachers in Texas from 1979-1996 obtained from the Texas Education Agency. Results indicate that three-quarters of all Texas full-time teachers are non-Hispanic White, whereas the student body is over half minority. Texas has done well in attracting minorities to teaching using many sources. Recently, minorities have accounted for 26 percent of new teacher cohorts. Alternative teacher certification programs are a rich source of minority teachers. Future supply looks less promising, with decreasing numbers of teachers in the pipeline and the mandated teacher entry and certification tests preservice teachers, practicing teachers, and students at the middle school and high school levels. A total of 340 participants from five schools and a teacher training university completed a survey. Researchers divided the groups of participants into two main groups labeled school (middle school perceptions and high school perceptions). They divided the two main groups into three subgroups labeled status (students, preservice teachers, and practicing teachers). The survey asked specific and general questions regarding respondents' perceptions of violence and examined whether those perceptions of school violence changed significantly according to school, status, or an interaction between school and status. Data analysis indicated that middle school respondents perceived violence as being more prevalent within their environment than did high school respondents. Preservice teachers had the highest perception of violence; practicing teachers had a somewhat lower perception of violence; and students had the lowest perception of violence. There was no significant difference between the interactions of school and status in the perceptions of school violence. (SM)

ED 436 516   SP 038 907

Lewis, Angela; Thrower, Elizabeth
Who Will Teach Our Children?
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; *College Admission; Elementary Secondary Education; Higher Education; *Interviews; Preservice Teacher Education; *Preservice Teachers; Student Teachers; Teamwork
IDENTIFIERS- University of Montevallo AL

The University of Montevallo, Alabama, instituted a team interview process during the fall semester of 1998 as an additional criterion for determining eligibility to the Teacher Education Program. This study examines the perceptions of preservice teachers who underwent the team interview process. A group of 48 students were surveyed to determine: their understanding of the interview process; their level of comfort during the interview; and their level of satisfaction with the process. Students completed the survey immediately after the team interview. Qualitative and quantitative data were collected from the survey, which used a Likert-type scale and open-ended questions to determine students' agreement with six statements regarding: feeling properly notified about the interview process; feeling prepared for the interview process; feeling informed about how to get results from the interview by those on the interview team; feeling comfortable during the interview; feeling that questions asked assessed their readiness for further study in teacher education; and feeling that they passed the interview. The results indicated that the average candidate was in agreement with the survey's six statements. The survey is appended. (SM)

ED 436 517   SP 038 908

Fitch, Trey; Marshall, Jennifer L.
The Teaching Students To Be Peacemakers Program: Program Overview

portions of the 1995 teacher end-of-grade and end-of-course surveys. Data show that teacher and administrator reports of increased school violence are consistent, and that violent and disruptive behaviors are more prevalent in middle school grades. The use of drugs and violent incidents with higher stakes are more prevalent in the high school grades. It also appears that incidents of several types of disruptive and violent behavior reported by students are higher than incidents known or reported by school officials. It is theorized that middle school violence may be higher because middle school students are in a developmental phase that results in higher levels of acting out, testing limits, and participating in relatively "low-stakes" incidents. It may also be that disruptive students drop out before they get to high school, or that middle school personnel have higher expectations and less tolerance of disruptive behaviors than high school teachers do. (SLD)

ED 436 536 TM 027 593

Cobb, Carolyn
Learning Climate in Schools: Part II. Teacher Views of the Learning and Organizational Climate in Schools. Evaluation Brief.
PUB DATE- 96
NOTE- 9p.; For Part I, see TM 027 592.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Discipline; *Educational Environment; *Elementary School Teachers; Intermediate Grades; *Learning; Middle Schools; School Safety; Secondary Education; *Secondary School Teachers; Surveys; *Teacher Attitudes; Violence
IDENTIFIERS- North Carolina End of Course Testing Program; North Carolina End of Grade Testing Program

Part I of the Learning Climate in Schools evaluation brief looked at violence and disruptive behavior in the North Carolina public schools from several perspectives, including that of teachers expressed in an annual survey. Part II examines teacher perceptions of learning and organizational climates using another set of teacher responses to the end-of-grade and end-of-course (high school) surveys teachers completed in 1995. Survey results show that high school teachers have less positive views about their learning climate and school culture than do teachers in grades three through eight. Agreement with positive items became lower with each successive grade, until no more than half of the high school teachers agreed with any item. In spite of the more frequent problems reported in the middle school grades, middle school teachers reported higher feelings of safety than did high school teachers. It may be that the type of problems at the high school level lead to lower feelings of safety than do the types of problems reported at the middle school grades. Special challenges were noted across all grades in identifying and intervening in student problems early, enforcing discipline consistently and fairly, and providing teacher input into curriculum, teaching, and policy decisions. Differences were also noted in the positive responses of teachers in different subject areas at the high school level. (SLD)

ED 436 537 TM 027 595

Block Scheduled High School Achievement: Part II. Comparison of

abstracts. For the 11 English-language articles in this part of Volume 7, see TM 522 366-375 in CIJE. For the first part of Volume 7, see ED 431 820.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Charter Schools; *Childrens Rights; *Educational Policy; Educational Research; Electronic Journals; Elementary Secondary Education; Foreign Countries; *Grading; Higher Education; Program Development; Program Implementation
IDENTIFIERS- Brazil; China

This document consists of down-loaded copies of 11 articles (numbers 21-31) published in the electronic journal "Educational Policy Analysis Archives" during 1999: (1) "Facing the Consequences: Identifying Limitations of How We Categorize People in Research and Policy" (Cynthia Wallat and Carolyn Steele); (2) "Teachers in Charter Schools and Traditional Schools: A Comparative Study" (Sally Bomotti, Rick Ginsberg, and Brian Cobb); (3) "Academic Approval and Review Practices in the United States and Selected Foreign Countries" (Don G. Creamer and Steven M. Janosik); (4) "Autonomia Universitaria no Brasil: Uma Utopia?" (Maria de Lourdes de Albuquerque Favero); (5) "The Quality of Researchers' Searches of the ERIC Database" (Scott Hertzberg and Lawrence Rudner); (6) "Solving the Policy Implementation Problem: The Case of Arizona Charter Schools" (Gregg A. Garn); (7) "Homeschooling and the Redefinition of Citizenship" (A. Bruce Arai); (8) "Project Hope and the Hope School System in China: A Re-evaluation" (Samuel C. Wang); (9) "Block Scheduling Effects on a State Mandated Test of Basic Skills" (William R. Veal and James Schreiber); (10) "Grade Inflation Rates among Different Ability Students, Controlling for Other Factors" (Stephanie Mc Spirit and Kirk E. Jones); and (11) "Children's Rights and Education in Argentina, Chile, and Spain" (David Poveda, Viviana Gomez, and Claudia Messina). (SLD)

ED 436 556 TM 030 415

Wilson, Vicki A.
Reducing Statistics Anxiety: A Ranking of Sixteen Specific Strategies.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Educational Research; *Graduate Students; Graduate Study; Higher Education; Likert Scales; *Statistics; *Teaching Methods

As part of an ongoing study of statistics anxiety, 37 students in the Master of Education program in a small, private liberal arts college completed a Likert-scale instrument asking them to rate from 1 ("not at all") to 5 ("a great deal") the extent to which 16 specific strategies reduced their statistics anxiety in the educational research classroom. Items were compiled from the answers of students in a previous study about how their instructors helped to reduce anxiety. Means and standard deviations were computed for each item. Ranking at the top for reducing anxiety was allowing tests to be "open book/open note," followed by working with a partner in the computer lab. The next five items were focused on instructor behavior and characteristics: positive attitude, encouragement, reassurance,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Preparation; *College Students; Core Curriculum; *Discriminant Analysis; *English; Grade Point Average; Higher Education; *Prediction

A study was conducted to determine whether a specific set of factors could be used to predict a student's success in completing an introductory English course in the general education curriculum at a small southern university. The sample included first-time freshmen enrolled during seven semesters (n=942). Variables were: (1) completion of the prerequisite requirement for the English course; (2) student age; (3) ACT Assessment composite score; (4) ACT reading score; (5) part-time or full-time status; (6) public or nonpublic state high school; (7) gender; and (8) traditional or General Educational Development high school diploma. Very few statistically significant relationships were found between various predictor variables and student success or failure. The study did not validate the need for current prerequisite for first college English courses. Results suggest that the current developmental education may not be providing the preparation needed for successful completion of beginning English courses. The model did confirm prior findings that ACT subscores are a valid predictor of success. (Contains 15 references.) (SLD)

ED 436 580 TM 030 442

Kacer, Barbara A.; Craig, James R.
Evaluation of Educational Technology in Kentucky Middle Schools.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Change; Educational Research; *Educational Technology; *Maps; *Middle Schools; Program Evaluation; *Technological Advancement
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; Reform Efforts

The Kentucky Institute for Educational Research has created six different Innovation Configuration Component (ICC) maps that describe the implementation of educational reforms in Kentucky in the context of the Kentucky Educational Reform Act. As part of a general study of progress toward educational goals in Kentucky, an investigation was conducted of the use of the ICC map to describe educational technology used in middle schools in Kentucky and, if the map could be used, the nature of the relationship between the level of implementation of educational technology and Kentucky's high-stakes assessment of academic achievement. Ten middle schools representing 5 levels of performance were followed longitudinally, and data from the ICC technology map compared with the results were of teacher interviews. In the sample of schools studied, there was a positive relationship between the degree of implementation of education technology in a school and achievement gains posted by the school's students, but it could not be determined whether the gains were a function of the implementation of the technology. The implementation of educational technology may be a marker of a school's willingness to implement reforms. Findings also suggest that another iteration of the ICC Map of

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Elementary School Students; Interdisciplinary Approach; *Interpersonal Competence; *Prevention; *School Safety; Student Attitudes; *Violence
IDENTIFIERS- ERIC Digests

This digest presents an overview of effective antiviolence strategies for use with elementary school children that educators can integrate into their schools and classrooms. The most effective antiviolence efforts focus on measures that prevent all types of children's bad conduct: aggression, bullying, and hate bullying. The most effective school antiviolence programs use four strategies: (1) teaching social competence; (2) creating a positive, calm environment; (3) establishing behavior standards; and (4) establishing rules and regulations for responding to violence. Violence prevention efforts need to move beyond the classroom to encompass the playground and to enlist the support of parents. The best strategies to help children develop social competence are those implemented as part of a comprehensive, multidisciplinary approach to nurturing children at home, in school, and in the community. (Contains 12 references.) (SLD)

ED 436 603 UD 033 206

Flannery, Daniel J.; Singer, Mark I.
Exposure to Violence and Victimization at School. Choices Briefs Number 4.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Mental Health; Mental Health Workers; School Psychologists; *School Safety; *Victims of Crime; *Violence

Violence at school can have a significant impact on young people, affecting their mental health, academic achievement, and socialization and adjustment. This brief examines that impact. It begins by defining school violence and examining the prevalence of exposure to, and victimization from, violence at school within a developmental framework. The most serious form of victimization, homicide at school, is discussed, and the early warning signs of the perpetration of violence are identified. The brief ends with a discussion of the behavioral and mental health consequences of exposure and victimization, and implications for strategies to ameliorate them. The challenge for educators is to react appropriately to warning signs of violence, but not to overreact. To respond adequately, schools need to employ appropriately trained mental health professionals who will be consistently available to students and staff. Mental health services should be considered part of the basic services provided to all students and staff. (Contains 13 references.) (SLD)

ED 436 604 UD 033 207

references.) (KB)

ED 436 294 PS 028 147

Amundson, Kristen J.
Parents: Partners in Education. Parents as Partners Series.
PUB DATE- 99
NOTE- 20p.; For other publications in the Parents as Partners series, see PS 028 145-148.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Family School Relationship; Homework; Internet; Parent Materials; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; *Parents; Parents as Teachers; Television Viewing

Even after children enter school, parents continue to be the most important adult influence on their lives. This booklet, directed to parents, contains more than 40 ways that parents can work with their child's school to support their child's learning. The suggestions are organized in several sections: (1) "Parent Involvement: The 3 V's," visibility, volunteering, and voting; (2) "Partners in Your Children's Education"; (3) "More Basic than the Basics," delineating the basic skills parents teach their children, including self-confidence, a willingness to work, discipline, good nutrition, and good health; (4) "The Three R's," suggestions for encouraging reading, writing, and arithmetic skills; (5) "Beyond the Three R's," suggestions for enhancing children's education in the arts, social studies, science, and physical education; (6) "Helping Your Child Make the Most of Homework"; and (7) "Using Technology To Turn on Learning," focusing on television and the Internet. The booklet notes that it is most important of all that parents enjoy their children and let them know every day how special they are. (Contains 23 references.) (KB)

ED 436 295 PS 028 148

Amundson, Kristen J.
Helping Your Child with Homework. Parents as Partners Series.
PUB DATE- 99
NOTE- 20p.; For a related publication written for students entitled, "Homework: Helping Students Achieve," see ED 266 526.For other publications in the Parents as Partners series, see PS 028 145-147.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Homework; Parent Materials; Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parents; *Parents as Teachers

Noting that students' homework provides an opportunity for families and schools to work together to help students be successful in school, this booklet, designed for parents, offers suggestions for ways parents can use homework to become more involved with their child's education. The booklet discusses reasons for assigning homework, including helping

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employed Parents; Family Work Relationship; *Father Attitudes; *Fathers; Intermediate Grades; Longitudinal Studies; *Parent Child Relationship; Sex Differences; *Stress Variables

This longitudinal study examined the effects of fathers' perceptions of work stress on the father-child relationship. The sample of families was fairly homogenous: all two-parent families, primarily white and of European descent, with a target child who, at the beginning of the study, was in fourth grade. In a little less than half the families, the mothers were not employed outside the home. Children were interviewed in fourth, fifth, and sixth grades, and their parents completed questionnaires in each of those years. Assessments of the parent-child relationship were based on data from both the father and the target child. Findings suggest that fathers' perceptions of chronic stress at work, over a 1-year period, had a negative impact on the father-child relationship. The effects were observed in terms of increases in parental withdrawal and more aversive father-child interactions. The data suggest that these findings were stronger among father-son dyads than among father-daughter dyads. Some variation from this pattern was found for the single-earner families. (HTH)

ED 436 314 PS 028 199

O'Connor, Sharon Anne; Miranda, Kathleen; Beasley, T. Mark
The Linkages among the Home Environment and Academic Self-Concepts on Achievement of Intact and Nonintact Family Structures of American High School Students.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Family Environment; *Family Structure; Females; *High School Students; High Schools; Males; Mathematics Achievement; Nuclear Family; One Parent Family; Science Achievement; Self Concept; Socioeconomic Status; Student Attitudes

Cognizant of the American high school students' waning test scores and a decreased desire to pursue higher level courses in mathematics and science, there has been a categorical effort to identify the demographic and motivational variables that contribute to mathematics and science achievement. This study utilized the 1992 panel members (8,140 males, 8,349 females) of the National Education Longitudinal Study of 1988. Two theoretical frameworks were used in the study: Walberg's Educational Productivity Model analyzed the interconnections among parental influence, family structure (intact: two-parent and/or nonintact: one-parent households), and the SES predictor variables within the home environment section of the model. The Shavelson, Hubner, and Stanton Structural Model (1976) provided a theoretical mechanism for understanding the multifaceted construct of self-concept. The findings of the study disclosed that females and males closely paralleled each other on both criteria. The best predictor for achievement for both genders, regardless of family structure was prior ability. Similarly, both males and females in intact and nonintact households were directly influenced by low mathematics performance for the criterion mathematics. An additional key finding for males from both intact and nonintact households was that SES had a direct technology; curriculum integration; respectful learning environments; parent involvement; rural schools in the global economy; new roles for educational service agencies in rural education reform; school programs to promote safety and civility; nurturing student writers; the Internet in the classroom; student participation in school improvement; and interdisciplinary teamed instruction. Supplements include issues of "Dialogue: News from AEL's Colleges & Schools Program," "School Governance & Administration Exchange: An AEL Forum for Local School Administrators," "Focus on Instruction," and "R & D Watch," as well as catalogs of available resources. (SV)

ED 436 333 RC 022 181

Meehan, Merrill L.; Walsh, Sandra; Swisher, Angie; Spring, Janet; Lewis, Harry
Process and Outcomes Evaluation of an Even Start Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Family Literacy; Family Programs; *Home Programs; Home Visits; Parent Education; Preschool Education; *Program Effectiveness; Program Evaluation; *Rural Education; School Readiness
IDENTIFIERS- *Even Start; West Virginia (Monongalia County)

The Even Start Family Literacy Program is a national program that addresses the literacy and educational needs of adults in eligible families, teaches effective parenting skills, and addresses the preschool readiness needs of young children in the family. The Monongalia County (West Virginia) Even Start Program was unusual in that it took place in a rural area and used home visits as the primary service delivery mechanism. An independent, third-party evaluation of the Monongalia County program collected data from program records, interviews, observations, and seven participant outcome measures over a 2-year period. An innovation configuration matrix (ICM) was constructed and used to describe and evaluate eight program components: identification and recruitment, home visits, early childhood education, parenting education, adult education and literacy, collaboration, evaluation, and staff development. Findings indicate that the ICM is an accurate and useful portrayal of the program, and that the program had a large impact on adults' reading and mathematics literacy and parenting outcomes; tremendous impact on children's school readiness; and some impact on children's auditory comprehension, expressive communication, and total language development. Recommendations are offered concerning program continuation, program improvements, evaluation utilization, and new evaluations. (Contains nine references, seven data tables, and the ICM.) (SV)

ED 436 334 RC 022 182

Student Achievement in Math and Science: Putting Community Members into the Equation. The ARSI Community Engagement Implementation Manual.

learning lessons to real life situations, a direct correlation between motivation and active involvement of the learner could be detected. Post intervention data verified the hypothesis that students tend to learn better and enjoy their educational experiences while being exposed to cooperative learning projects as opposed to a strict diet of lecturing. Mathematics on the secondary level still requires some degree of traditional delivery, so that students properly receive the concept in a desired manner. The mastering of the technique is often best obtained in group settings where students can experiment with different methods of procedure. (Contains 18 references.) (Author)

ED 436 354 SE 061 721

Olson, Kirsten Ann
Improving Student Attitudes and Performance in Mathematics.
PUB DATE- 98
NOTE- 54p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Content Area Writing; Cooperative Learning; Geometry; High Schools; Mathematics Achievement; *Mathematics Instruction; Motivation; *Problem Solving; *Student Attitudes

This report describes a program for improving attitudes towards mathematics and problem solving in order to improve performance in these areas. The targeted population consists of two high school geometry classes. The school is located in a western suburb of a major mid-western city. The problems of negative attitudes towards mathematics and problem solving and poor performance were documented using both student surveys and homework application problems. An analysis of probable cause indicates that both societal beliefs and parental attitudes adversely affect the students' attitudes about mathematics and problem solving. In addition, many of the traditional math programs including textbooks and curriculums are outdated and do not represent the current standards in the field of mathematics. Prior learning experiences of both the student and the teacher including pre-service training and professional development can affect the attitudes of the students. A review of solution strategies suggested by knowledgeable others and an analysis of the problem setting resulted in the development of a three-pronged intervention utilizing an increase in realistic application problems, an increase in writing both reflective and content journals, and the use of cooperative groups. The benefits of these aspects of the intervention are to increase student interest and motivation as well as encourage students to solve problems not by memorization and regurgitation but by understanding the concepts and how to apply them. Post intervention data indicated an improvement in both student attitudes and student level of performance in mathematics. Teacher anecdotal records and post intervention student surveys support the change in student attitudes. The increased level of performance was documented through application problems and content journals. The program described in this report was successful in achieving both of its desired outcomes. (Contains 31 references.) (Author)

ED 436 355 SE 061 722

Andrews, Sherry; McFeggan, Cara; Patterson, Cynthia
Problems Students Encounter during Math Instruction in Mixed-

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Conservation (Environment); *Ecology; Elementary Education; *Endangered Species; Environment; Environmental Education; Habitats; *Overpopulation; Plants (Botany); Pollution; Resource Materials; *Science Activities; *Science and Society; Scientific Concepts; Wildlife; Wildlife Management
IDENTIFIERS- Hunting; Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Endangered Species: Wild and Rare." Contents are organized into the following sections: (1) "The Big Picture," giving information and activities on the process of extinction, how the increasing human population affects other species, and the reasons for helping endangered species; (2) "The Habitat Connection," providing information and activities on the causes of habitat destruction and the effects of habitat loss on animals and plants; (3) "Poachers, Poisons and Other Problems," providing information and activities on factors other than habitat destruction such as wildlife trade, and pollution that are putting species in danger; (4) "Bouncing Back," describing information and activities on the ways in which people are helping endangered species; (5) "Crafty Corner," providing ideas for art projects; and (6) Appendix, featuring a glossary and reference information. (WRM)

ED 436 381 SE 062 341

Braus, Judy, Ed.
Let's Hear It for Herps!
PUB DATE- 87
NOTE- 67p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Art Activities; Biological Sciences; *Ecology; Elementary Education; Environmental Education; Habitats; Resource Materials; *Science Activities; *Science and Society; Scientific Concepts; *Wildlife Management
IDENTIFIERS- *Amphibians; Nature; *Reptiles

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Let's Hear It for the Herps!" Contents are organized into the following sections: (1) "Meet the Herps," giving information and activities on how reptiles and amphibians are alike and different, what it means to be cold-blooded, and how reptiles and amphibians evolved; (2) "Amphibians," providing information and activities on salamanders, frogs, and other amphibians, the process of metamorphosis, and some of the ways amphibians are adapted to surviving; (3) "Reptiles," providing information and activities on turtles, lizards, snakes, and other reptiles and on some of the ways they are adapted to surviving; (4) "Herps in Our

(ED), Washington, DC.
PUB DATE- 99
NOTE- 85p.; The subtitle of this series is "A Magazine for Classroom Innovations."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Calculators; Computer Uses in Education; Educational Resources; *Educational Technology; Elementary Secondary Education; *Mathematics Education; Resource Materials; *Science Education; World Wide Web

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services to enable them to quickly locate educational resources. This theme issue of the serial "ENC Focus" is designed to give educators information about curriculum resources available for teaching math and science in K-12 classrooms. Each issue of ENC Focus presents a selection from the Clearinghouse collection focused on a theme topic of particular interest to math and science teachers. In addition to meeting general requirements for inclusion in the ENC collection, curriculum materials listed are appropriate to the specific topic of the issue, support hands-on, active, inquiry-based methods of instruction, and are readily available. This issue offers thirteen articles (pages 16-40), and a sample of useful materials and other resources on the theme of integrating technology in the classroom and the best ways to use technology to enhance teaching and learning in mathematics and science. A description of each resource provides an abstract of the contents, subjects addressed, grade level, publication date, ordering information, price, authors, and related resources. (ASK)

ED 436 406 SE 062 987

Hahs, Debbie
Undergraduate Students in Science: What Do They Want To Be When They Grow Up?
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Higher Education; Majors (Students); *Science Careers; *Science Interests; Scientists; Sociocultural Patterns; Student Attitudes; *Student Characteristics; Student Experience; *Student Interests; Student Motivation; Undergraduate Students

The purpose of this study is to examine a limited number of variables that have been documented in the literature as influential factors for women science majors and to determine which significantly influence undergraduate expectations to obtain science-related occupations. The results of this study indicate that several factors are worthy of attention, including some factors contradictory to those advocated in current literature. The findings contribute important information to the existing literature on factors predicting science occupation choice, especially in reference to undergraduate students in their first required science courses. The study also raises interest in the distinct possibility that

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Comparative Education; Foreign Countries; International Cooperation; *Minority Groups; *Multicultural Education
IDENTIFIERS- *Council for Cultural Cooperation (France); Europe

This report provides the agenda and research from the workshop on Minority Education in Saxony in October 1994. The aims of the workshop were: (1) to contribute to the Council of Europe's Council for Cultural Co-operation's (CDCC) project on "Democracy, human rights, minorities: educational and cultural aspects"; (2) to discuss and evaluate the results of research on educational provision for linguistic or ethnic minorities; (3) to suggest action to be taken by educational policy makers and teachers; and (4) to encourage co-operation among participating research workers and their institutions. The report includes a list of participants, short synopses of the major opening speeches, listing of commissioned papers and authors, conclusions of the working groups, and an agenda for future action. (EH)

ED 436 433 SO 029 287

The European Dimension in Education.
PUB DATE- 96
NOTE- 20p.; This is the English version of a Secretariat Summary of suggestions for introducing a European dimension into schools.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Comparative Education; Foreign Countries; *International Cooperation; Minority Groups; *Multicultural Education; *Teacher Education
IDENTIFIERS- Europe; European Union

This paper addresses concerns about a European dimension in education that has been created by the enlargement of the European Union (EU) (the inclusion of Austria, Finland, and Sweden) and the gradual transformations of institutions into a future federal state. Sections of the paper include: (1) "Introduction"; (2) "Defining the European Dimension"; (3) "Europe as a Community of Values"; (4) "The European Objectives of Education"; (5) "The Content of a Solid General Education"; (6) "The European Dimension and Teaching Methodology"; (7) "Experiencing Europe"; (8) "Schools with a European Orientation"; (9) "European Teacher Training and In-Career Training"; and (10) "Conclusion." (EH)

ED 436 434 SO 029 288

European Education Thesaurus: Meeting of the Thesaurus Management Group (Budapest, Hungry, November 6-8, 1996).
SPONS. AGENCY- Chapter 1 Technical Assistance Center, Overland Park, KS.
PUB DATE- 96
NOTE- 31p.; This report was prepared by the European Unit of EURYDICE, Rue dArlon 15, B-1050 Brussels.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Educational Policy; Foreign

Zimney, Michelle; Boston, Jane
Who Should Control Nuclear Technology? A Curriculum Unit for Contemporary U.S. and World History, Grades 9-12.
PUB DATE- 98
NOTE- 107p.; Developed with support of the Institute for International Studies at Stanford University and the California International Studies Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Critical Thinking; High Schools; *International Cooperation; *Nuclear Technology; *Political Issues; Social Studies; Student Educational Objectives; Units of Study; *World Problems
IDENTIFIERS- *Global Issues; Nuclear Nonproliferation Treaty; Nuclear Testing

Since the end of World War II and the onset of the "new age," nuclear technology has remained high on the world's agenda as questions regarding sovereignty and the balance of power, control of the development and spread of nuclear weapons, non-military uses for nuclear technology, and nuclear safety are debated among and within nations. The "club" of nuclear nations has grown dramatically and the number of nuclear weapons has grown from zero to over 60,000 in just over 50 years. This curriculum unit examines the development and use of nuclear technology through six main activities. Each activity allows students to explore a case study that looks at possible scenarios for the control of nuclear technology and the challenges that policy makers face with respect to nuclear technology. The unit's activities help students develop a basic understanding and issues of nuclear technology. The unit's goal's are to review the history of the development and spread of nuclear technology; familiarize students with treaties and agreements regarding nuclear technology; consider options for controlling nuclear technology; and make connections between the students' own experiences with nuclear issues and the presentations in the unit. Following preparatory activities, the six activities are: (1) "supranational organizations"; (2) "nation-states"; (3) "everyone"; (4) "physicists/scientists"; (5) "business and nuclear industry"; and (6) "no one." A closing activity, six appendixes, and bibliography and resources conclude the unit. (BT)

ED 436 457   SO 031 131

Francis, Gregory; Mukai, Gary; Kim, Pearl; Leininger, James
Choices in International Conflict: With a Focus on Security Issues in Asia.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 98
NOTE- 196p.; Additional support provided by the Consulate General of Japan in San Francisco; the Institute for International Studies, Stanford University; and the Stanford East Asia National Resource Center (HEA Title VI).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Case Studies; *Conflict; *Conflict Resolution; Foreign Countries; Geographic Regions; Global Education; *International Relations; Secondary Education; Social Studies; Student Educational Objectives; Treaties; Units

DESCRIPTORS- Educational Research; Evaluation Methods; Grade 8; Junior High Schools; Middle Schools; *Music; *Music Activities; *Music Education; Musical Instruments; *National Competency Tests; National Surveys; *Student Evaluation; Tests
IDENTIFIERS- *National Assessment of Educational Progress

Data from the National Assessment of Educational Progress (NAEP) 1997 Arts Assessment in Music, which covered eighth-grade students only, regardless of whether they had received instruction in music, show that student involvement in a variety of musical activities (playing an instrument in particular) is positively related to student music achievement. Students were assessed on creating, performing, and responding. The assessment found a positive relationship between students responding to music and students "doing" music (creating and performing). Includes 4 tables and web addresses for further information. (LB)

ED 436 476 SO 031 463

Celebrate Diversity during Black History Month!
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blacks; Elementary Secondary Education; *Heritage Education; Instructional Materials; *Material Culture; Social Studies; *United States History
IDENTIFIERS- *Black History Month; Philately; *Postage Stamps; Postal Service

For Black History Month (February 2000), three U.S. Postal Service lessons help students explore the nation's differences and similarities. Students are encouraged to think about the lessons of the past and to form solutions for the future. Lesson 1, "American Diversity," looks at the overall meaning of diversity, examines ways to stop prejudice in school, and teaches tolerance and listening skills through teamwork. Lesson 2, "Messages of Freedom," explores African American history by introducing students to a diverse group of accomplished individuals who have been commemorated by the United States Postal Service on stamps. Lesson 3, "Cover Stories," highlights the Patricia Roberts Harris stamp, the most recent addition to the United States Postal Service's Black Heritage series, and teaches students a great way to collect commemorative stamps. (LB)

ED 436 477 SO 031 475

White, Sheida; Vanneman, Alan
Student Subgroup Achievement on the NAEP 1997 Arts Assessment.
PUB DATE- 99
NOTE- 6p.; For a related NAEP Facts, see SO 031 476.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Art Education; *Dance Education; Grade 8; Junior High Schools; Middle Schools; *Music; Music Education; *National Competency Tests; National Standards; Private Schools; Public Schools; Student Evaluation; *Theater Arts; *Visual Arts

proving a bigger hurdle for minority than white candidates. Results suggest that minority teachers display a greater sensitivity to pay and working conditions. This report's five chapters are: (1) "Introduction"; (2) "Students and Teachers in At-Risk Settings"; (3) "Components of Teacher Supply"; (4) "Components of Teacher Demand"; and (5) "Conclusions and Policy Implications." The two appendixes present resources and working conditions in low-, medium-, and high-risk districts and results of multivariate models based on teacher characteristics, 1980-81 to 1995-96. (Contains approximately 90 references.) (SM)

ED 436 497 SP 038 888

Denig, Stephen J.
Postmodernism and its Effects on the Teaching of Values in Public Schools.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Consciousness Raising; Elementary Secondary Education; Ethical Instruction; *Moral Values; *Public Schools; Student Attitudes; *Values Education
IDENTIFIERS- *Postmodernism

This paper thematizes the significance of postmodernism for the teaching of values in public schools. It elucidates the challenge of postmodernism and develops constructive proposals in response to its significance for teaching values. The operative contention is that a critical engagement with the challenge of postmodernism provides an opportunity for educators today to discuss values with their students. The first section of the paper presents three fundamental themes that are constitutive of the contemporary cultural climate of postmodernism: the rejection of the meta-narratives of history, the denial of objectivity, and the de-centering of the autonomous ego. The second section of the paper examines the practical considerations of postmodernism for teaching values: the necessity of teaching values, the possibility of the development of a single value framework from which to make ethical decisions, the need to integrate value education into all subjects, and the effect of value education on the curriculum. (Contains approximately 96 references.) (SM)

ED 436 498 SP 038 889

Crowson, H. Michael
An Analysis of Preservice Teacher Perceptions of Instrumentality through the Lens of Epistemological Theory.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Epistemology;

and Review of the Literature.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Educational Environment; Elementary Secondary Education; Interpersonal Competence; *Peace; *Peer Counseling; Problem Solving; Student Behavior; Students
IDENTIFIERS- *Peace Education

This paper provides a program overview and review of the literature on the Teaching Students to be Peacemakers Program (TSPP), which offers peer mediation and conflict resolution to students of all ages. The program features seven steps: creating a cooperative environment; teaching students the nature of conflict; teaching all students the problem solving negotiation procedure; teaching all students to mediate conflict; implementing the TSPP; refining and upgrading resolution skills; and repeating the steps yearly through grade 12. A key barrier to the program's success can be teacher commitment to the TSPP. This can be addressed by displaying administrative support, providing education on the benefits of the program, and having frequent contact with designated trainers. Peer mediation programs can be a significant part of a school's safety plan. Multiple studies have shown that involved students retain the mediation skills, teachers spend less time dealing with student conflict, and administrators can almost eliminate time spent on conflict resolution. While many programs train a few select students to serve as mediators, the TSPP trains all students to be mediators. (Contains 12 references.) (SM)

ED 436 518 SP 038 909

Norman, Antony D.; O'Phelan, Mary H.; Eoton, Gayle W.
A Qualitative Analysis of Participating Teachers' Reactions to Graduation 2010.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Elementary Education; Elementary School Teachers; Program Effectiveness; Program Evaluation; Public Schools; *School Culture; Student Behavior; *Teacher Attitudes; Thinking Skills

This paper examines teachers' reactions to Graduation 2010, a district-wide public school program in Daviess County, Kentucky, that began with brain-based research and involvement from both school and community. The program proposed educational initiatives in eight areas: the arts, music, foreign language, thinking skills, family involvement, health/emotional health, reading/language development, and community involvement. Since the program's inception in 1997, the district's 12 elementary schools have been permitted to choose to implement any part or all of Graduation 2010. In 1999, researchers met on-site with teachers and asked them to answer open-ended questions about Graduation 2010, examining: the best aspects of the program, what was being overlooked, and

End-of-Course Test Scores for Blocked and Nonblocked High Schools (1993 through 1996). Evaluation Brief.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Algebra; Biology; *Block Scheduling; Comparative Analysis; Economics; English; *High School Students; High Schools; *Program Evaluation; *Time Factors (Learning); United States History
IDENTIFIERS- *North Carolina End of Course Testing Program

Block scheduling has grown rapidly in recent years. In North Carolina, 77 schools started block scheduling in 1995-96, bringing the total number of blocked schools in the state to 207. A previous evaluation compared 1995 End-of-Course (EOC) Test scores for block-scheduled (blocked) and nonblocked schools. This report presents results of the analysis of 1996 EOC data for five core subjects: English I; Algebra I; Economics, Legal, and Political Systems; Biology; and U.S. History. Analysis of the EOC data does not change previous conclusions that there are essentially no significant differences between groups of blocked and corresponding nonblocked schools in terms of student performance on state EOC tests. There are also no significant differences among groups of schools blocked for different numbers of years. While the overall picture is one of equivalence, after adjusting for starting point and parent education level, scores for blocked schools were higher in English, Biology, and U.S. History in 1994, and scores on all five EOC tests were higher for 1995. Only U.S. History was significantly higher for 1996 EOC tests. More data points will be needed to determine if the lower scores for 1996 represent a trend or a fluctuation. (SLD)

ED 436 538 TM 027 836

Finkelstein, Barbara; Pickert, Sarah; Mahoney, Tracy; Barry, Douglas
Discovering Culture in Education: An Approach to Cultural Education Program Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 213p.; "With contributions by Jennifer King Rice and Laurence M. Rudner." Published by the ERIC Clearinghouse on Assessment and Evaluation and the Catholic University of America.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bias; Cultural Awareness; Cultural Differences; *Cultural Education; Curriculum Development; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Outcomes of Education; Performance Based Assessment; *Professional Development; *Program Evaluation; Student Evaluation; Study Abroad

This book provides a conceptual scaffolding and practical guide for educators and evaluators as they respond to the challenges of diversity in schools. It introduces ways to assess the capacities of various professional development programs, recognition of anxiety, and humor. The use of rubrics, guidelines for completing and evaluating written and oral projects, ranked in the top half of items indicated by students as reducing their anxiety. Lowest in the rankings were doing work that was "real world" oriented, support of peers outside the class, and ability to get an "A" in the class. Working with a group in class and outside of class on a research project ranked just below the middle of the items but showed more variability than the other items. As the literature supports, cooperative learning can be both anxiety reducing and anxiety producing, depending on the composition of the group. (Author/SLD)

ED 436 557   TM 030 416

Lane, Ginny G.
Show Me the Magnitude! The Consequences of Overemphasis on Null Hypothesis Significance Testing.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999). Some pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; *Hypothesis Testing; *Research Methodology; *Statistical Significance
IDENTIFIERS- *Null Hypothesis

For years, researchers have debated the misinterpretation of the null hypothesis significance test (NHST). Many researchers overemphasize the results of the NHST and underemphasize or even omit effect size measures. This paper addresses the common mistaken perceptions regarding the NHST. Several common effect size estimates are discussed. A small data set is utilized to demonstrate how reliance on statistical significance without consulting effect size estimates can lead to erroneous conclusions. How interpretation of measures of effect size can provide the researcher with better information about the nature of results is discussed. (Contains 2 tables and 17 references.) (Author/SLD)

ED 436 558   TM 030 420

Ohio Proficiency Tests for Grade 6. Practice Test Answer Booklet: Writing, Reading, Mathematics, Citizenship, Science.
PUB DATE- 98
NOTE- 34p.; For the 1995 "Ohio Proficiency Tests for Grade 6" practice tests, see ED 403 284. For the 1995 "Practice Test Manual" for teachers, see ED 403 285. For the 1995 "Sixth-grade Proficiency Tests: Information Guide," see ED 403 283.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Answer Sheets; Citizenship Education; *Elementary School Students; *Grade 6; Intermediate Grades; Mathematics Tests; Reading Tests; Science Tests; State Programs; Testing Programs; Writing Tests
IDENTIFIERS- *Ohio Sixth Grade Proficiency Test; *Practice Tests

In this answer booklet, students record their answers to the practice test items for the Ohio Proficiency Tests for grade 6. The practice tests represent the subject tests for writing, reading, mathematics, citizenship, and science. The writing

Educational Technology would be appropriate to reflect the actual situation in the schools more accurately. (Contains 2 figures, 6 tables, and 12 references.) (SLD)

ED 436 581 TM 030 443

Gerstein, Dean R.; Johnson, Robert A.
Prospective and Retrospective Studies of Substance Abuse Treatment Outcomes: Methods and Results of Four Large-Scale Follow-Up Studies.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Followup Studies; *Outcomes of Treatment; Patients; *Program Effectiveness; Program Evaluation; *Research Methodology; *Substance Abuse
IDENTIFIERS- Large Scale Programs

This report compares the research methods, provider and patient characteristics, and outcome results from four large-scale followup studies of drug treatment during the 1990s: (1) the California Drug and Alcohol Treatment Assessment (CALDATA); (2) Services Research Outcomes Study (SROS); (3) National Treatment Improvement Evaluation Study (NTIES); and Drug Abuse Treatment Outcomes Study (DATOS). The first two studies were, respectively, state and national level stratified random probability samples of provider and patients, and the latter two were prospective repeated interview designs focusing on urban networks. All studies received multistage response rates of about 60%, except DATOS, which achieved about 40%. From before treatment to after treatment, each study revealed across-the-board positive changes in drug use, crime, and health status. Clients in SROS shows consistently fewer changes than others on comparable variables, something that may result from its longer reference periods and the lower precision of the variables selected to measure long-term change. Researchers should further the potential of these large data sets to capture differences in client populations, organization of services, and clinical practices that may explain differential outcomes and costs. An appendix describes the NTIES. (Contains 16 exhibits and 9 references.) (Author/SLD)

ED 436 582 TM 030 444

Johnson, Robert A.; Gerstein, Dean R.
Potential Sources of Bias in Substance Abuse Treatment Follow-Up Studies.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Followup Studies; *Outcomes of Treatment; Program Effectiveness; Program Evaluation; *Research Methodology; Responses; *Statistical Bias; *Substance Abuse; Surveys
IDENTIFIERS- Randomization (Statistics)

Large multi-site followup studies of treatment clients comprise a

Thornberry, Terence P.; Smith, Carolyn A.; Rivera, Craig;
Huizinga, David; Stouthamer-Loeber, Magda
Family Disruption and Delinquency. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Delinquency; Disadvantaged Youth; *Family Environment; Family Structure; *Prevention; *Risk; *Urban Youth

At study sites in Rochester (New York), Denver (Colorado) and Pittsburgh (Pennsylvania), three research teams studying the impact of family disruption on juvenile delinquency have interviewed approximately 4,000 participants at regular intervals for a decade, recording their lives in detail. Findings to date indicate that preventing delinquency requires accurate identification of the risk factors that increase the likelihood of delinquent behavior and the protective factors that enhance positive adolescent development. Overall, data indicate a consistent relationship between a greater number of family transitions and a higher level of delinquency and drug use. The magnitude of differences between youth with no family transitions and those with many transitions was similar across the three cities, and the relationships were statistically significant in Rochester and Denver. These findings have implications for the prevention and treatment of delinquency and drug use. (Contains 6 figures and 15 references.) (SLD)

ED 436 605 UD 033 208

Shelden, Randall G.
Detention Diversion Advocacy: An Evaluation. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advocacy; Community Programs; *Correctional Institutions; Delinquency; Disadvantaged Youth; *Intervention; *Juvenile Justice; Program Evaluation; Urban Areas; Urban Youth
IDENTIFIERS- *Detention; *Diversion (Judicial); Juvenile Diversion

The juvenile justice system is exploring alternatives to the use of secure facilities as a means of juvenile crime control. Some of these alternatives are known as diversion programs. This bulletin offers an overview of the diversion programs and evaluation findings from the Detention Diversion Advocacy Project (DDAP), a disposition case advocacy program operated in San Francisco, California, under the auspices of the Center on Juvenile and Criminal Justice. Diversion is an attempt to divert, or channel, youthful offenders from the juvenile justice system. The concept behind the DDAP approach is disposition case advocacy, the efforts of lay persons or nonlegal experts acting on behalf of youthful offenders at disposition hearings. The case management model provides frequent and consistent support and supervision to youth and their families. The evaluation of the DDAP program concentrated on 271 youthful offenders in DDAP and 271 comparisons. Findings suggest that, if recidivism is the key measure of success, youth referrals to DDAP have been more successful than those not referred. Data from the study do suggest that the risk scores developed for study participants are, in themselves, students learn better and faster, informing children of their school's high expectations, and helping students develop self-discipline and responsibility. The bulk of the booklet discusses ways parents can support their child's homework: (1) make homework a priority; (2) show interest; (3) know the teacher's homework policy; (4) help your child set aside studying time; (5) work with your child to pick a study spot; (6) eliminate distractions; (7) help your child keep track of each day's assignments; (8) check your child's finished homework; (9) help your child develop a study plan; (10) teach your child to ask questions while studying; (11) make sure your child understands assignments; (12) help your child with time management; (13) learn how your child learns; (14) help your child visualize success; (15) emphasize the importance of hard work; (16) help your child study for tests; (17) give honest praise; (18) help your child work through confusion; and (19) remember whose homework it is. Finally, the booklet discusses what parents can do if their child is having problems, when they no longer understand their child's homework, and when homework involves a computer and the parents do not own one. (Contains 23 references.) (KB)

ED 436 296 PS 028 151

Groginsky, Scott; Robison, Susan; Smith, Shelley
Making Child Care Better: State Initiatives.
PUB DATE- 99
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; Professional Development; Program Descriptions; *Public Policy; Qualifications; *State Legislation; *State Programs; State Standards; Young Children
IDENTIFIERS- *Day Care Quality

In light of increasing evidence that good early childhood programs lead to school success, reduced delinquency and crime, and better job opportunities and productivity, state legislators are developing policies to improve these services. This report is designed to provide state lawmakers and their staff with research and state examples of policy options to advance child care quality. The report outlines selected elements of quality early childhood systems that go beyond minimal regulatory standards. The report also discusses research findings, provides state policies, including legislative initiatives, and results of some of these initiatives. Following the introduction, the four sections of the report highlight four quality issues that legislators can affect and that are above and beyond state regulation: (1) an effective work force--policies that promote training, education, career development, and better compensation for providers; (2) program quality and accreditation--providers who meet certain standards in addition to and above minimum regulatory requirements; (3) reimbursement rates--policies and levels of funding to child care providers who care for children who are subsidized by the state; and (4) comprehensive services--enriching the support services in child care programs, including health and education linkages and outreach to parents and providers. The report notes that, in the past few years, there have been innovative advancements in several key areas, including greater professional opportunities for providers, a focus on voluntary accreditation, fiscal incentives in the form influence on both terminal variables. (Author)

ED 436 315 PS 028 209

Dodge, Diane Trister; Heroman, Cate
Building Your Baby's Brain: A Parent's Guide to the First Five Years = Como estimular el cerebro infantil: Una guia para padres de familia.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; Caregiver Speech; Child Development; *Cognitive Development; Day Care; Emotional Development; Infants; Parent Child Relationship; Parent Role; Play; Preschool Children; Preschool Education
IDENTIFIERS- *Brain Development

Noting that all parents can help their baby's brain to grow, this guide, in English- and Spanish-language versions, explores what science has learned about infant brain development and how parents and caregivers can influence cognitive development. Topics covered include: prenatal care, touching your baby, teaching about feelings and self-control, music and math, play, art, and choosing the best child care. (HTH)

ED 436 316 RC 021 522

Keyes, Marian C.; Kusimo, Patricia S.; Carter, Carolyn C.
Advocacy Networks for Girls' Education in a Rural and an Urban Community.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Child Advocacy; Family Involvement; Females; Mathematics Achievement; Mathematics Education; Mentors; Middle School Students; Middle Schools; *Parent Participation; Parent School Relationship; Parent Student Relationship; Rural Schools; Science Achievement; Science Education; *Social Class; *Social Support Groups; Technology Education; Urban Schools; Whites; *Womens Education
IDENTIFIERS- African Americans

Plans for advocacy networks were incorporated into a project to promote Appalachian middle school girls' interest and persistence in science, mathematics, and technology. The project took place at rural and urban sites with diverse (White and African American), low-income populations. The girls were invited to participate in the 3-year project without regard for their grades, teacher recommendations, or expressed interest in science and mathematics and were selected through stratified random sampling to ensure representative numbers of Anglo and

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Community Involvement; Educational Quality; Elementary Secondary Education; *Improvement Programs; *Mathematics Education; Program Development; Rural Education; *School Community Relationship; *Science Education
IDENTIFIERS- *Appalachia

The Appalachian Rural Systemic Initiative (ARSI) aims to stimulate sustainable systemic improvements that enhance student performance in mathematics, science, and technology in 66 Appalachian counties characterized by persistent poverty. To support this aim, a major ARSI goal involves development of partnerships among families, communities, and schools. This manual was designed to help school and community facilitators build community involvement in the education process. Sections 1 and 2 describe ARSI and discuss community engagement as a form of stewardship and as a positive influence on student achievement. Section 3 outlines the ARSI community engagement process, developed with input from agencies and practitioners working in rural Appalachia. The process entails 12 steps: establish a team, define the community being served, select school and community co-facilitators, develop a descriptive profile and submit it to appropriate district and ARSI personnel, complete a community engagement self-assessment, understand the school's vision for improved mathematics and science learning, develop a community engagement action plan, implement the plan, monitor progress, report and use collected data, celebrate success, and renew commitments and action plans. Sections 4 and 5 describe critical elements in high-quality science and math programs and professional development experiences and discuss what quality math and science education means for students in Appalachia. Section 6 contains 9 references and 44 additional resources. Appendices present overviews of national science and mathematics standards. (Contains sample work sheets.) (SV)

ED 436 335 RC 022 184

Graveline, Fyre Jean
Circle Works: Transforming Eurocentric Consciousness.
SPONS. AGENCY- Nova Scotia Dept. of Education, Halifax.; Teaching Strategies, Inc., Washington, DC.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; Canada Natives; College Students; *Consciousness Raising; Courses; *Educational Strategies; Foreign Countries; Higher Education; Holistic Approach; *Intercultural Communication; Power Structure; Racial Relations; Student Attitudes; Student Experience; Teaching

Ability Classrooms.
PUB DATE- 98
NOTE- 50p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Grouping (Instructional Purposes); *Mathematics Instruction; *Motivation; Teaching Methods

This report describes a program for increasing enthusiasm for math. The targeted population consisted of mixed-ability split second and third grade self-contained cross categorical, regular education third, and regular education fifth grade math classes in a suburban area located in the Midwest. The problem of frustration, inattentiveness and lack of motivation were documented by inattentive behavior checklists, student surveys, and reflective journals. Analysis of probable cause data at the site and in the literature indicated that students were frustrated, bored, and inattentive because their needs were not being met through the current educational system in which students of all ability levels were being taught in the same classroom. A review of solution strategies suggested by knowledgeable others resulted in the development of a program that consisted of whole group instruction, compacting, and small group work. The goal of this program was to enhance motivation and enthusiasm during math. Whole group instruction introduced or reacquainted students with math concepts and vocabulary. Compacting helped meet the needs of every student. Small group work provided students the opportunity to work in heterogeneous groups. Implementation of the solution strategies increased motivation for math while decreasing inattentive behaviors. The use of curriculum compacting helped differentiate instruction. Through whole group instruction and cooperative learning, students were given a feeling of belonging. These solution strategies contributed to improving students' enthusiasm for math. (Contains 32 references.) (Author)

ED 436 356 SE 061 724

Bauer, Lisa; Nelson, Doneen; Parsons, Ann; Purdum, Mary Beth
Improvement of Scientific Literacy at the Primary Level.
PUB DATE- 98
NOTE- 66p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Achievement; Action Research; *Hands on Science; Instructional Effectiveness; *Instructional Innovation; Primary Education; Science Education; *Science Process Skills; Scientific Concepts; *Scientific Literacy; *Teaching Methods

This report describes a program for improving scientific literacy at the primary level. The target population consisted of pre-kindergarten and second grade students in an expanding suburban Midwestern community. An intervention which included the identification of scientific skills and their integration into the curriculum, student exposure to scientific properties through hands-on and real-life experiences, and explicit teaching of the processes of science is described. Findings indicate that students' scientific literacy increased as a result of the intervention. (Contains 36 references.) (WRM)

Lives," including information and activities on people's past and present relationships with herps, some of the problems these animals are facing, and some of the efforts being made to help herps survive; (5) "Crafty Corner," providing ideas for art projects; and (6) "Appendix," featuring a glossary and bibliographic information. (WRM)

ED 436 382 SE 062 342

Braus, Judy, Ed.
Diving into Oceans.
PUB DATE- 92
NOTE- 69p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Biological Sciences; Conservation (Environment); Earth Science; Ecology; Elementary Education; *Environmental Education; Habitats; Marine Education; *Oceanography; Plants (Botany); Resource Materials; *Science Activities; *Science and Society; Scientific Concepts; Water Pollution; *Water Resources; Wildlife
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Diving Into Oceans." Contents are organized into the following sections: (1) "The Physical Ocean," giving information and activities on the physical properties of the ocean including the composition of seawater, waves, currents, and tides, and the topography of the ocean floor; (2) "Life in the Ocean," providing information and activities on what life is like in three major regions of the ocean--sunlit surface waters, dim mid-waters, and dark ocean depths; (3) "Along the Coast and Close to Shore," giving information and activities on the characteristics of beaches, rocky shores, coral reefs, and kelp forests, and the plants and animals that live in these habitats; (4) "People and Oceans," providing information and activities on people's relationship with oceans, focusing on ocean pollution, how people use oceans, and what's being done to protect the sea and its wildlife; (5) "Crafty Corner," providing ideas for art projects; and (6) "Appendix," featuring a glossary and bibliographic information. (WRM)

ED 436 383 SE 062 343

Braus, Judy, Ed.
Wild and Crafty.
PUB DATE- 88
NOTE- 57p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom

there are significant changes that take place between post secondary and collegiate experiences. (Contains 11 references and 10 tables.) (WRM)

ED 436 407 SE 062 988

Blendinger, Jack; Wells, Lauren Rabb
Improving Science Education at an Economically Disadvantaged Rural Elementary School.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economically Disadvantaged; Educational Improvement; Elementary Education; *Rural Schools; *Science Education

This case study presents an intervention by university researchers, serving in the role of participant-observers, for the purpose of improving science education at a rural, economically disadvantaged elementary school. Interest in improving the school's science program stemmed from conversations between the principal and the two researchers. The principal was pleased that a number of instructional improvements were occurring at the school, but was disappointed with the quality of instruction in science. Owing to the university's commitment of service to the public schools in the state, the researchers accepted the challenge to assist in improving the school's science education program by working with the principal to solicit help from private corporations, and to collect baseline data through involving the school's stakeholders (teachers, students, and parents) in the process. (Author/WRM)

ED 436 408 SE 062 989

Pang, JeongSuk
When Changes Don't Make Changes: Challenges in Implementing Reform Ideals in Elementary Mathematics Classrooms.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Improvement; Grade 2; *Mathematics Instruction; Primary Education; Social Influences; *Teaching Methods

This study is based on a cross-cultural investigation of how teachers understand the objectives of the reform movements and how they characterize reform relative to their own experiences and priorities. The purpose of this paper is to compare and contrast the classroom social norms and student learning opportunities of two U.S. second grade classes that are attempting to implement student-centered instructional methods in mathematics. The principal concern in implementing reform ideas is the extent to which changes in teaching practice translate into changes in the learning opportunities that students will encounter in their mathematics classes. The

Countries; *International Cooperation; Reference Materials; Subject Index Terms; *Thesauri
IDENTIFIERS- Council of Europe (France); Europe

This report offers the agenda for a meeting in Budapest in November 1996 of the Thesaurus Management Group of the Council of Europe. The report includes a list of participants, a report on previous meetings, information on availability of the 1991 version of the thesaurus and subsequent addenda, information on new versions to be created, and a listing of accepted educational terms and descriptors. Some comments from the discussion of terms are included. Appendix II offers a paper by Elfriede Tajalli, "Thesaurus Management Problems: The Present Situation and Priorities for Future Work." (EH)

ED 438 435 SO 029 675

Siomades, Lorianne, Ed.
Look What You Can Make with Boxes: Over 90 Pictured Crafts and Dozens of Other Ideas. 1st Edition.
PUB DATE- 98
NOTE- 51p.; Photographs by Hank Schneider.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Education; *Childrens Art; Creative Activities; Elementary Education; *Handicrafts; Motor Development
IDENTIFIERS- Ideas

This book offers a wide variety of easy-to-make crafts, including toys, games, and gifts, and each project begins with a box. The book provides directions, a materials list, and suggestions for setting aside a work area. The projects are illustrated with large full-color photographs and explained with simple step-by-step instructions. Contains a title index and a subject index. (BT)

ED 438 436 SO 029 676

Leggett, Ted, Ed.; Moller, Valerie, Ed.; Richards, Robin, Ed.
"My Life in the New South Africa": A Youth Perspective.
PUB DATE- 97
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apartheid; *Cultural Context; Demography; Developing Nations; Educational Environment; Foreign Countries; Futures (of Society); *Personal Narratives; Social Science Research; Youth Problems
IDENTIFIERS- *South Africa

This book gives a unique insight into the thoughts and concerns of South Africans under the age of 30. Young people from across the country participated in a letter-writing contest to give their experiences and opinions, and to reveal their lives, hopes, and ambitions. The book uses their own words as they try to make sense of post-Apartheid South Africa. Chapters and authors in the book are, as follows: (1) "'My Life in the New South Africa': Introduction" (Ted Leggett); (2) "How the Contest Was Run" (Robin Richards); (3) "And the Answer Is..." (Siyabonga Mngadi; Ted Leggett); (4) "'Innovation Is the Cornerstone of My Work': Creative Use of Language" (Elana Bregin); (5) "Faith and the Culture of Optimism" (Ted Leggett);

of Study
IDENTIFIERS- *Asia; Conflict Management; Japan; Korea; Russia; Taiwan

Many world leaders and scholars feel that the U.S.-Japan Security Alliance is essential for long-term peace, prosperity, and stability in Asia. The purpose of this curriculum unit is to examine this alliance by introducing students to case studies of international conflict, with a focus on security issues in Asia. Through each of the lessons students examine case studies and explore various modes of international conflict resolution and conflict management, question why and when one method is chosen by conflict participants over other methods, and consider the positive and negative results of particular conflict resolution and conflict management methods. Lesson 1 consists of four parts: parts 1-3 focus on providing students with a conceptual framework for dealing with international security issues, while part 4 focuses on the U.S.-Japan Security Alliance. Lesson titles include: (1) "The U.S.-Japan Security Alliance"; (2) "U.S. Military Bases in Okinawa," examines U.S. military bases in Okinawa (Japan) and the resulting conflicts from varying perspectives; (3) "The 1996 Taiwan Strait Crisis: Background and Perspectives"; (4) "Security Issues and the Korean Peninsula"; (5) "Struggling for Peace in Cambodia"; and (6) "The Russo-Japanese 'Northern Territories' Dispute." Contains numerous references and handouts. (BT)

ED 436 458 SO 031 141

Limbeck, Bernhard
Education for Engagement in Political and Democratic Life: Responsibilities of the Schools.
PUB DATE- 98
NOTE- 19p.; Paper presented at the International Conference on Engagement in Political and Civic Life: Citizenship in Twenty-First Century Democracies (Valley Forge, PA, October 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Civics; *Curriculum Development; *Democracy; *Educational Responsibility; Elementary Secondary Education; Foreign Countries; *Internet; *Law Related Education; Public Education; Student Needs
IDENTIFIERS- *Germany

The teaching of law and education for a law abiding behavior have without doubt been neglected in the German educational system. If schools have the task to teach students that they should become involved in a democratic society, that it is worth the effort to get involved in a democracy, then schools must teach their students the concepts and values that are fundamental to a democratic constitutional state. Of course, democracy and the rule of law are subjects that are talked about in class, but very often teachers only mention the institutions and explain the functioning of the different powers without reference to experiences the students might have had or the world in which they live. To list the various elements of the rule of law and government by the people without any link to the students' experience or to current political affairs is not very useful from an educational point of view. The common way to improve the situation in schools is to collect information and texts and make them available through government agencies. Perhaps new information and communication technologies like the

IDENTIFIERS- *National Assessment of Educational Progress
  Data from the National Assessment of Educational Progress (NAEP) 1997 Arts Assessment for eighth-grade students show that female students outperformed male students in every category of assessment for all three art forms assessed: (1) music; (2) theater; and (3) visual arts. In contrast to assessments in other subjects, nonpublic school students rarely outperformed public school students. Asian and white students had higher scores than black and Hispanic students in many but not all categories of the assessment. Includes 3 tables and web addresses for further information. (Author/LB)

ED 436 478   SO 031 476

White, Sheida; Vanneman, Alan
Frequency of Arts Instruction for Students.
PUB DATE- 99
NOTE- 4p.; For a related NAEP Facts, see SO 031 475.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Art; *Art Education; Dance; Dance Education; Grade 8; Junior High Schools; Music; Music Education; *National Competency Tests; National Standards; Private Schools; Public Schools; *Student Evaluation; Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress
  Data from the National Assessment of Educational Progress (NAEP) 1997 Arts Assessment, which assessed eighth-grade students only, indicate that public and private schools in the United States are far more likely to offer extensive instruction in music and the visual arts than in either dance or theater. Includes 1 table and web addresses for further information. (Author/LB)

ED 436 479   SP 038 842

Kong, Ailing
The Role of the Teacher: How a Classroom Learning Community of Culturally and Linguistically Diverse Learners Develops at the Beginning of the School Year.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Discipline; *Diversity (Student); Elementary School Students; Elementary School Teachers; Intermediate Grades; *Language Minorities; Literacy Education; Power Structure; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; *Teamwork
IDENTIFIERS- Book Clubs; *Learning Communities
  This study examined what happened in the first month of the school year when a fourth/fifth grade teacher attempted to establish a learning community in her classroom of culturally and linguistically diverse learners. The researcher conducted two teacher interviews and was a participant observer during the first month of the school year. Data analysis involved examining the teacher's vision of the classroom learning

Higher Education; Preservice Teacher Education; *Preservice Teachers; Prior Learning; Relevance (Education); Student Motivation; Student Teachers

This paper examines the relationship between preservice teachers' epistemological beliefs and their perceptions of their college preparatory work as being instrumental to their futures, arguing that preservice teachers often find little relevance in the theoretical, philosophical, and historical content presented in their preparatory classes. Nor do they find efforts to promote more critical, reflective, and complex thinking instrumental to future teaching. The perception that teacher education emphasizes abstract meanings rather than practical content may be noteworthy because of the tendency for practicing teachers to maintain their beliefs that undergraduate training was ineffective or irrelevant. One reason for decreased motivation among preservice teachers to participate fully in required learning tasks may relate to a perceived structural incongruence between what they understand about the nature of teaching and the epistemological requirements associated with learning tasks. This incongruence may pose significant motivational problems during teacher training. It is hypothesized that when the content of preservice teachers' goals is at odds with the epistemological requirements of learning tasks, those tasks may be perceived as less instrumental to students. This may result in short-term efforts to manage learning tasks by ignoring task-associated complexities and redefining them in well-structured terms and/or engaging in various self-handicapping strategies designed to attribute perceived future failure to non-ability factors. (Contains 40 references.) (SM)

ED 436 499   SP 038 890

Dharmadasa, Indranie
Preservice and Inservice Teachers' Perceptions of Skills in Science Teaching for Primary Grades.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Teachers; Higher Education; Inservice Teacher Education; Knowledge Base for Teaching; Lesson Plans; Planning; Preschool Teachers; Preservice Teacher Education; Preservice Teachers; Primary Education; *Science Instruction; Student Teachers; *Teaching Skills
IDENTIFIERS- African Americans; *Teacher Knowledge

This study examined the differences between preservice and inservice teachers' perceptions of knowledge in instructional planning skills for teaching science in primary grades and identified the skills perceived as most knowledgeable and least knowledgeable by the two groups. Forty-one inservice and preservice African-American teachers from an early childhood program in a Midwestern urban university participated in the study. The perceptions were gathered using a five-point Likert-type scale on 10 instructional planning skills for teaching science. Multivariate analysis of variance was employed to examine the differences of perceptions across 10 specified skills in the 2 groups of teachers. Descriptive statistics were used to identify the skills perceived as least knowledgeable and most knowledgeable by the two groups. Results showed how students had changed since the program began. Through qualitative analysis, teachers' answers were categorized into common themes across schools. This report presents preliminary findings regarding these themes. Common themes highlighted current problems encountered by teachers, children, schools, and the program; observed changes in schools and students; and the most crucial aspects (e.g., important things the school does for children). A variety of problems and positive and negative changes were cited. Most of these related to barriers to learning such as parenting, health/emotional health, and student behavior problems. Teaching problems related more to time constraints and instructional issues. (SM)

ED 436 519 SP 038 910

Davis, Douglas R.
The Desegregation Experience of Public School Personnel in East Baton Rouge Parish, Louisiana.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Black Students; Black Teachers; Blacks; Civil Rights; Personal Narratives; Public Schools; *Racial Attitudes; Racial Bias; Racial Differences; Racially Balanced Schools; School Culture; *School Desegregation; Secondary Education; Secondary School Teachers; Student Attitudes; *Teacher Attitudes; Teachers; White Students
IDENTIFIERS- African Americans; *Cross Over Phenomena; East Baton Rouge Parish School System LA

This historical study examines the perceptions of teachers involved in the initial desegregation of the East Baton Rouge Parish Public School System, Louisiana, in 1970, when over 600 African American and white teachers began teaching in schools that were predominantly another race (cross-over). The study also examines the impact of cross-over on classroom teaching, highlighting the experiences through oral narrative from two cross-over teachers in the district: an African American man who transferred to a previously all white high school and a white woman who began teaching in a previously all African American high school. Both are still teaching in the district. The narratives were gathered under a set of common themes and included their thoughts on the cross-over; prior preparation for it; experiences during the first few days; relations with school administrators, students, and teachers; reactions of family and friends; experiences in the community; advantages and disadvantages of the cross-over; and current thoughts on the long-term efforts to integrate district schools. The teachers noted a desire to be part of the cross-over, though it was difficult. Part of the impact of the cross-over was teachers working harder in the classroom, mainly due to teachers' perceptions of racial attitudes and expectations. Both teachers believed that desegregation has fallen far short of their expectations. (SM)

ED 436 520 SP 038 911

Taylor, Pamela A.
Teacher Educators' Role in Promoting the Tenets of Multicultural Education.

curriculum transformation projects, diversity initiatives, and study abroad opportunities to realize complex cultural objectives. It introduces a content-focused form of program evaluation that indexes program quality to the culture-revealing features and effects of goals and objectives, program designs, learning opportunities, and program outcomes. Each of the three parts of the book examines particular aspects of cultural education program evaluation. Part 1 emphasizes the input side of the program by focusing on conceptual and programmatic dilemmas that face evaluators as they try to assess the quality of the cultural education provided for participants. Part 2 addresses the evaluation of program outcomes, suggesting ways to evaluate changes in the professional behavior of participants and the quality of instructional materials. Part 3 focuses on the relationship of program inputs and outputs simultaneously, emphasizing two themes of importance for evaluators: the economic dimensions of cultural evaluation programs and the issue of cultural bias in the assessment of students, along with the need for new performance-based assessment. Among the assumptions on which this book rests is the central assumption that cultural education program evaluators need expertise in cultural analysis, qualitative and quantitative methods of data collection and analysis, and the forms and functions of program evaluation. Each chapter contains references. (Contains six figures.) (SLD)

ED 436 539   TM 027 877

Berg, Kathleen F., Ed.; Lai, Morris K., Ed.
Pacific Educational Research Journal, 1996.
PUB DATE- 96
NOTE- 78p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Bilingual Education; Core Curriculum; *Educational Research; *Elementary Secondary Education; *Ethnic Groups; Hawaiians; Health; Hmong People; Japanese Americans; Nutrition; Risk; Simulation; Student Attitudes
IDENTIFIERS- *Hawaii; *Pacific Region

This first issue of the new "Pacific Educational Research Journal" offers articles covering diverse subjects and using diverse research methods. The new journal represents a rejuvenation of a previous publication to address educational issues specific to the Pacific region. Ethnic groups specifically addressed include Hawaiians, second-generation Japanese (Nisei), and immigrant Hmong. Topics covered include youth-risk behaviors, core curriculum, reparations for native Hawaiians, and attitudes toward bilingual education. The following articles are included: (1) "Adolescent Health Behaviors in Hawai'i: Curriculum Directions from the 1995 Hawai'i and National Youth Risk Behavior Surveys" (Beth Pateman, Susan M. Saka, and Morris K. Lai); (2) "The Struggle for Core Studies: Miles Carey at McKinley High School in the Territory of Hawai'i" (Eileen H. Tamura); (3) "The Effects of a Simulation on Student Attitudes toward Reparations for Native Hawaiians" (Linda K. Menton and Paul R. Brandon); (4) "Nutrition Background and Practices of Hawai'i Public Elementary Teachers" (Patricia J. Britten, Naomi A. Kanehiro, and Morris K. Lai); and (5) "Hmong Parents: What Do They Think about Bilingual Education?" (Fay H. Shin and Bo V. Lee). (SLD) tests allow space for essays based on writing prompts. The items from the other tests are in multiple-choice, short answer, and extended response formats. (SLD)

ED 436 559   TM 030 421

Ohio Proficiency Tests for Grade 4. Practice Test. Writing, Reading, Mathematics, Citizenship, Science.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Citizenship Education; Educational Assessment; *Elementary School Students; Grade 4; Intermediate Grades; Mathematics Tests; Reading Tests; Science Tests; State Programs; Testing Programs; Writing Tests
IDENTIFIERS- *Ohio Fourth Grade Proficiency Test; *Practice Tests

This booklet contains the practice tests for the fourth-grade Ohio Proficiency Tests. The work students do on these tests helps the teacher know how well the student understands the subjects of reading, writing, mathematics, citizenship, and science. The writing test consists of two writing tasks. The other tests are made up of multiple choice, short answer, and extended response questions. Examples of each item are given for each of the subject tests. (SLD)

ED 436 560   TM 030 422

Florida Writes! 1998 Technical Report.
PUB DATE- 98
NOTE- 54p.; For related documents, see TM 030 423-425.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; Field Tests; Pilot Projects; Psychometrics; *School Districts; Schools; Scoring; State Programs; Tables (Data); *Test Construction; Test Results; Testing Programs; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Florida Statewide Assessment Program

This publication presents information about the technical characteristics of the 1997 Florida Writing Assessment Program, Grades 4, 8, and 10. Descriptive and statistical information is provided for the census assessment, and the procedures used in prompt development, pilot testing, field testing, scoring, and item banking are reviewed. The psychometric properties of the 1998 census assessment are also examined. The Florida Writing Assessment Program evaluates the proficiency of students in generating a written response to an assigned topic (prompt) within a 45-minute period. In each grade, students are asked to respond to one of two prompts. The census assessment of Florida's students began in 1992 at grade 4. In January 1998, the census assessment involved 150,600 fourth graders in 1,548 schools. In February, a census assessment was conducted of 139,810 8th graders in 653 schools and 117,634 10th graders in 526 schools. New prompts were field tested in all three grades in February. Information is provided about the distribution of holistic score points by racial and ethnic group. Appendixes contain a list of writing assessment advisory committee members and a sample prompt evaluation form. (Contains 15 tables, 4 figures, and 10 references.) (SLD) major source of evidence on the effectiveness of substance abuse treatment in the United States. This report considers challenges to the validity of results in treatment effectiveness studies due to four factors: (1) nonrandom entry to treatment from the population needing treatment; (2) nonrandom selection of treatment providers by researchers for follow-up studies; (3) non-cooperation of the selected treatment providers with the research protocol; and (4) incomplete enrollment and follow-up of clients treated by the cooperating providers. Both kinds of selection/entry and both kinds of non-response are potential sources of bias, so both should be major concerns in the design and analysis of substance abuse treatment follow-up surveys. The response characteristics of four large-scale multi-site studies carried out in the early and mid 1990s are summarized and assessed on a comparative basis. Recommendations are provided for minimizing bias in future studies, and statistical methods are proposed for evaluating biases due to the process of entry into treatment and non-response. An appendix describes the National Treatment Improvement Evaluation Study and Center for Substance Abuse Treatment Demonstrations. (Contains 7 exhibits and 52 references.) (Author/SLD)

ED 436 583 TM 030 446

CLAST: College-Level Academic Skills Test. Statewide and Institutional Report of Results, 1998-1999.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; *College Students; Communication (Thought Transfer); Higher Education; Mathematics Achievement; Reading Achievement; Standardized Tests; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skill Test (CLAST) is part of Florida's system of educational accountability. It is an achievement test that measures students' attainment of the college-level communication and mathematics skills that were identified by faculties of community colleges and state universities. Students in community colleges and state universities take the CLAST. The CLAST consists of four subtests: an essay, English language skills, reading, and mathematics. This document contains the combined results of the three CLAST administrations for the 1998-99 school year and separate results for October 1998, February 1999, and June 1999. Results are based on the performance of first-time examinees in public institutions and independent institutions. These results include means and passing rates for each subtest for each institution, gender, and racial/ethnic category. Data is presented in table form. (Contains four sets of detailed tables.) (SLD)

ED 436 584 TM 030 447

CLAST: College-Level Academic Skills Test. Test Administration Plan, 1999-2000.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

relatively poor predictors of outcome. However, when one puts the accuracy of the risk scores aside, findings still show that DDAP accepted youth, who might otherwise have been in detention for days or weeks, had recidivism rates that were nearly 50% less than the comparison group. These findings support the idea that intensive supervision over time, coupled with placement in community-based programs, enables the DDAP youth to lead relatively normal lives and reduce the likelihood of further contact with the juvenile justice system. (Contains 9 tables and 51 references.) (SLD)

ED 436 606   UD 033 209

Guerena, Salvador, Ed.; Pisano, Vivian M., Ed.
Latino Periodicals: A Selection Guide.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Hispanic Americans; *Latin American Culture; Latin American Literature; *Libraries; *Library Development; *Periodicals
IDENTIFIERS- *Latinos

This guide is a collection development tool of national scope for librarians who need in-depth coverage of Latino periodicals suitable for public, school, and academic libraries. Periodicals evaluated include general interest and popular magazines and newspapers that appeal to Spanish-speaking, bilingual, and English-speaking library patrons and more specialized journals for larger public and academic libraries. Entries are arranged by broad subject or type of publication, and separate title and topical indexes are provided. Guides to acquisition strategies and collection development techniques are included. Magazines are grouped into these categories: (1) bibliographies and indexes; (2) general interest; (3) Latin America; (4) business and professional; (5) current events; (6) literature and culture; (7) politics and social issues; (8) parenting; (9) sports and physical fitness; (10) focus on women; and (11) focus on teens. Also evaluated are newspapers and printed versions of Spanish-language soap operas. Appendixes list periodical distributors and describe the contributors to the guide. (SLD)

ED 436 607   UD 033 210

Making Standards Matter 1999: An Update on State Activity. Educational Issues Policy Brief Number 11.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Elementary Secondary Education; *State Programs; *Testing Programs; Trend Analysis

This policy brief highlights findings from an annual review of how far states' work on standards has progressed over the years and a determination of how much work remains to be done. Information was collected from state departments of education and interviews with state officials. Since 1995 there has been a steady rise in all aspects of standards-based reform. The number of states with clear and specific standards has almost doubled in the past 5 years from 13 to 22. Virtually all states of variable reimbursement rates to high-quality programs, and establishment of early childhood initiatives that are enriched with comprehensive health and social services. (Contains 30 references.) (KB)

ED 436 297   PS 028 152

Nurturing Fatherhood: Improving Data and Research on Male Fertility, Family Formation and Fatherhood. Federal Interagency Forum on Child and Family Statistics, 1998.
SPONS. AGENCY- Ford Foundation, New York, NY.; Kaiser Foundation, Oakland, CA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 456p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Birth; Child Rearing; Contraception; Data Collection; Demography; Family (Sociological Unit); *Fathers; Literature Reviews; *Males; *Parent Child Relationship; Pregnancy; Public Policy; Research Design; *Research Methodology; *Research Needs; Research Opportunities; Research Utilization; Sexuality; Social Influences; Social Values; State of the Art Reviews
IDENTIFIERS- *Family Formation; *Fertility; Fertility Values; Relationship Termination

Reflecting a convergence of public policy and scientific interest in the role of fathers in families, and recognizing the crucial need to examine the demographic and social processes bringing men into fathering roles and influencing their role enactment, this report summarizes presentations and recommendations of the Conference on Fathering and Male Fertility, held in March 1997. The report presents information on the state of data collection and research on male fertility, family formation, and fatherhood, based on a multi-year analysis by the Federal Interagency Forum on Child and Family Statistics. Chapter 1 provides background information, summarizes findings, and presents data collection and research problems. Chapter 2 summarizes presentations, discussions, and recommendations from the March Conference on Fathering and Male Fertility: Improving Data and Research. Chapter 3 examines determinants and consequences of male fertility and family formation. Chapter 4 identifies the conceptual, data, and policy issues that must be addressed to understand social fatherhood and paternal involvement. Chapter 5 reviews the methodological issues and changes that must be addressed if data and research are to be improved. Chapter 6 summarizes opportunities to improve federal data collection and research that have been identified for the Federal Interagency Forum on Child and Family Statistics to consider, and provides information on the steps being taken by Forum member agencies to turn opportunities into realities. (The report's six appendices provide information supporting each of the chapters; five of the supporting appendices contain references.) (KB)

ED 436 298   PS 028 154

Katz, Lilian G.
Curriculum Disputes in Early Childhood Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.

African American participants. This paper focuses on the development of networks of "advocates"--parents, mentors, and teachers who would support the girls' schooling and aspirations. Advocate meetings were designed to focus on the girls as students whose futures were worthy of time and effort, to give weight to the girls' achievements, to engage advocates and girls with one another, and to provide information that could empower advocates to promote the girls' academic futures. Initially, at both rural and urban sites, low-income girls faced similar constraints on academic success: low teacher expectations, lack of resources in schools, peer pressure toward active sexuality, and low parental involvement. Yet efforts to develop visible networks of advocate support produced dramatically different results, with family involvement much greater at the rural site. This outcome is discussed in relation to rural church-going activities versus urban consumer attitudes. (Contains 22 references.) (SV)

ED 436 317   RC 021 568

Terry, William M.
Teaching in an Isolated Northern Native Manitoba Community: A Teacher's Perspective.
PUB DATE- 97
NOTE- 242p.; Master's Research Project, Brandon University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; American Indians; *Canada Natives; Culture Conflict; Discipline Problems; Dropouts; *Educational Practices; Elementary Secondary Education; Foreign Countries; Questionnaires; *Student Alienation; Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Manitoba (North)

This master's research project investigated teaching practices in a Native community school in Manitoba in relation to the school's high dropout rate. The school was located on an isolated Native reserve in northern Manitoba, providing education through grades 9-10. In contrast to successful Native education programs elsewhere that are based in Native language and culture, the school delivered the standard Manitoba provincial education program. In the higher grades, student attendance was very sporadic, and almost all students failed to graduate. Student behavior problems were widespread, and teacher turnover was high. Surveys were constructed with teacher and student input and completed by most teachers and by all students in grades 5 and higher. Several factors emerged as contributing to teenagers' decision to abandon school. Teachers were fully qualified to teach in urban mainstream schools but were poorly prepared for rural northern Native schools. No teacher had taken a university course in actually teaching Native children, and only Native teachers and local aides could speak Cree or relate to community cultural norms. Most staff were new teachers and had little knowledge of alternatives to teacher-directed lectures. As students grew into teenagers, their dissatisfaction with school developed into overt rejection, characterized by nonparticipation and misbehavior. Teachers' disciplinary efforts were unsuccessful. (Contains 58 references. Appendices include teacher and student survey questionnaires, survey results, a map of Manitoba reserves, a community description, and Native cultural materials.) (SV)

Experience; *World Views
IDENTIFIERS- Canada; *Critical Pedagogy; Cultural Hegemony; *Eurocentrism; Medicine Wheel

This book documents an effort to interrupt current Aboriginal/European power relations and transform "business as usual" by altering prevailing social relations in a Canadian college classroom. The foundations of currently dominant Western educational models emphasize individual adaptation and skill development in response to the demands of the labor market. Competency-based educational models proliferate in schools, promoting not only the learning of specific skills but also the theory base of the discipline, generated primarily by middle-class, White, urban, male theorists. Little awareness of cultural diversity is present. A skills-based definition of what is "required" for "competent" practice leads to the adoption of "power over" strategies in the classroom. In contrast, this book explores a pedagogy of resistance by examining the legitimacy of Aboriginal holistic paradigms within some diverse educational frameworks such as experiential learning and feminist and antiracist pedagogies. Teacher and student experiences and reactions are described during a college course on cross-cultural issues that incorporated aspects of the Medicine Wheel as a framework and featured Aboriginal and other culturally diverse voices. (Contains over 200 references and an index.) (SV)

ED 438 338   RC 022 186

Chavers, Dean, Ed.
Exemplary Programs in Indian Education. Second Edition.
PUB DATE- 96
NOTE- 249p.; Includes photographs, figures, and reprints of newspaper articles that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *American Indian Education; American Indians; Educational Improvement; Elementary Secondary Education; Evaluation Criteria; Higher Education; Profiles; Program Descriptions; *Validated Programs

This directory profiles 16 exemplary programs serving American Indian students in elementary and secondary schools, colleges, and community adult education programs. An introduction discusses what "exemplary" means, the history of Indian education, the lack of Indian programs in the National Diffusion Network's (NDN) directory of exemplary programs, characteristics of exemplary programs, and other exemplary programs in the United States. Each program entry contains: contact information, program focus, population served, personnel, sources of support, indicators used to measure program success, changes in baseline indicators over time, evaluation methods, technology use, details of program features contributing to success, comments on program replication, outreach efforts, parent involvement, student selection, and recognition or awards received. The projects and their sites or sponsors are: (1) Dropout Prevention Program (Cass Lake Local Indian Education Committee, Minnesota); (2) Indian Homework Centers (Davis County Indian Parent Association, Utah); (3) Denver Adult Education Program (Native American MultiEducational School, Colorado); (4) Ganado Primary School (Arizona); (5) Cool School Project (Ganado Intermediate School, Arizona); (6) MESBEC (math, engineering, science, business, education, computers) Scholarship Program (Native American

ED 436 357 SE 061 744

Walz, Kevin
A Visual Approach to Simplifying Square Roots Applied in Geometry and Advanced Algebra Courses.
PUB DATE- 98
NOTE- 39p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Algebra; *Cognitive Processes; *Geometry; High Schools; *Mathematics Instruction; *Visualization
IDENTIFIERS- *Square Roots

This report describes a program for increasing students' ability to simplify square roots. The targeted population consisted of high school students in a rural community in a midwestern plains state. The problem of the ability to understand the abstract algebraic process of simplifying square roots was documented through teacher-made tests, teacher observation, and poor/inadequate homework. Analysis of probable cause data revealed that early teens may not have the cognitive ability to simplify square roots using an algebraic method based upon the mathematical/logical intelligence. The understanding of abstract concepts appears to be related to the way in which students perceive their own thought processes. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in selecting an intervention consisting of a visual approach to simplifying square roots. The students were encouraged to use their choice of the algebraic or the visual method. Post intervention data indicated an increase in the targeted students' ability to simplify square roots through the use of the visual method presented in this report. Additional analysis of the data indicated a preference among the students for the visual method as compared to the algebraic method. (Contains 20 references.) (Author)

ED 436 358 SE 061 799

Klebosits, Pia; Perrone, Beth
Increasing Student Academic Achievement through the Use of Single and Mixed Gender Cooperative Grouping Patterns.
PUB DATE- 98
NOTE- 43p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; *Cooperative Learning; Females; *Group Dynamics; Group Instruction; *Grouping (Instructional Purposes); Heterogeneous Grouping; *Homogeneous Grouping; Males; Mathematics Education; Second Language Instruction; Secondary Education; Sex Differences

This report describes a program for implementing specific cooperative grouping patterns in order to increase students' academic performance. The targeted population consisted of junior high and high school students located in the northwest and southwest suburbs of a large metropolitan area. An instructional strategy in which both like-gender and mixed-gender grouping patterns were used in Spanish and math classroom cooperative activities is outlined. Findings indicate that single-gender groups achieved higher scores, received more favorable evaluations, and generally had more positive group

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Childrens Art; Elementary Education; Environment; Environmental Education; *Handicrafts; Resource Materials; Science Activities
IDENTIFIERS- *Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Wild & Crafty." It contains a variety of craft ideas related to animal life and the environment. Each craft includes some fun facts about the animal or subject featured in the craft, and a "Branching Out" section with suggestions for how to use the craft and where to find more information about the subject. (WRM)

ED 436 384 SE 062 344

Braus, Judy, Ed.
Rain Forests: Tropical Treasures.
PUB DATE- 89
NOTE- 69p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; *Conservation (Environment); Culture; Ecology; Elementary Education; Environment; Environmental Education; Forestry; Habitats; Land Use; Plants (Botany); *Rainforests; *Science Activities; *Science and Society; Scientific Concepts; Wildlife Management
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Rain Forests: Tropical Treasures." Contents are organized into the following sections: (1) "An Overview," providing information and activities on the characteristics of tropical rain forests, where rain forests grow, and some of the misconceptions people have about these special habitats; (2) "Life in Tropical Rain Forests," providing information and activities on the diversity of rain forest life, the adaptations of rain forest plants and animals, and interactions between rain forest plants and animals; (3) "People & Tropical Rain Forests," including information and activities on some of the ways in which people make a living in rain forests and some of the rain forest products that enrich our lives; (4) "Problems and Solutions," including information and activities on the reasons tropical rain forests are being destroyed and some of the ways people are working to protect these forests; (5) "Crafty Corner," giving ideas for art projects; and (6) "Appendix," featuring a glossary and bibliographic information. (WRM)

ED 436 385 SE 062 357

Cochrane, Douglas
A Wake-Up Call for U.S. Educators: The Third International Mathematics and Science Study.

teacher in a reform classroom in the U.S. is envisioned as a facilitator of students' individual and collective problem solving based on their own sense making about mathematics. Reform involved reconceptualizing the relationship between the social processes of the class and the psychological states of the students. (Contains 19 references.) (ASK)

ED 436 409 SE 062 990

Wetzel, David R.
A Model for the Successful Implementation of Instructional Technology in Science Education.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Innovation; Educational Policy; *Educational Technology; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Instructional Design; Instructional Materials; Science Education; *Teacher Empowerment; Technological Literacy

This position paper presents the STAIRS model for overcoming barriers to teachers as they implement and integrate instructional technology in science classrooms. There are many barriers for teachers in the integration of this technology which include time to learn how to use the technology, adequate hands-on staff development opportunities, support for release time and funding for professional development, adequate teacher empowerment for technology planning, and adequate recognition for teachers who engage in the extra effort to integrate instructional technology. The STAIRS model presents a plan of action to overcome these barriers. The model adopts an integrated approach to the successful sustained implementation of technology as teachers' strategies shift to an increased emphasis on student-centered learning in a multi-sensory environment. The STAIRS model paves the way for this increased emphasis by developing a technologically-rich environment for students as they learn in an authentic, real-world context. (Contains 25 references.) (WRM)

ED 436 410 SE 062 991

Frederick, Lynda R.; Shaw, Edward L., Jr.
Effects of Science Manipulatives on Achievement, Attitudes, and Journal Writing of Elementary Science Students Revisited.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Hands on Science; Instructional Materials; *Journal Writing; Manipulative Materials; *Science Achievement; Science Education; Science Interests; *Student Attitudes; *Student Interests; Teaching Methods
IDENTIFIERS- Alabama

(6) "'Yours in the Rainbow Nation': Young South Africans and the Rainbow" (Helga Dickow); (7) "'South Africa Is Beautiful as Seen on Television': Media, Culture, Consumerism and Sport" (Ted Leggett); (8) "'My Loving Parents, Caring Brother, and Fantastic Dog': Youth and the Family" (Siyabonga Mngadi; Colin van Rooyen); (9) "'My Daily Routine': Time Use in the New South Africa" (Valerie Moller); (10) "'It's a Fact That We as the Youth Are in a Hurry': Youth, Sex, and Sexuality in the New South Africa" (Colin van Rooyen); (11) "Looking at the New Democracy: Perceptions of Politics" (Robin Richards); (12) "End of the Innocence: Crime in the New South Africa" (Antoinette Louw); (13) "'A More Wholesome Equality': Race Relations" (Ted Leggett); (14) "'The Key to the Future': Perspectives on Education" (Christa Van Zyl); (15) "Careers in Transition" (Siyabonga Mngadi); and (16) "The Mindset of Contemporary Youth" (Valerie Moller). (BT)

ED 436 437   SO 029 689

Taylor, Viviene; Conradie, Ina
"We Have Been Taught by Life Itself." Empowering Women as Leaders: The Role of Development Education.
SPONS. AGENCY- Human Sciences Research Council, Pretoria (South Africa).
PUB DATE- 97
NOTE- 161p.; In collaboration with DELTA Women's Leadership Training Programme.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Developing Nations; Educational Policy; *Empowerment; *Females; Foreign Countries; *Leadership Training; Social Science Research; *Womens Education
IDENTIFIERS- *Development Education; Leadership Development Program; *South Africa

This report describes a study undertaken in South Africa on women's leadership and the role of development education to empower women for leadership. The report is divided into the following six chapters: (1) "Women at the Crossroads"; (2) "Participatory Action Research: The Challenge of Women Researching with Women within a Development Approach"; (3) "The River of Our Lives: The Women, Their Lives, and Their Views"; (4) "Life Experiences, Development Education, and Women's Empowerment"; (5) "'The Bounds of Possibilities for Women': Women's Concerns, Needs, and Views"; and (6) "Enabling Women's Empowerment and Leadership: Lessons of Struggle." The report also contains a glossary of relevant terms, references, and the following seven appendixes: questions for discussion; summary of responses; stories; issues raised by Southern African Education and Policy Development (SADEP) course participants during the Gender and Development course; list of course participants: SADEP; list of course participants: Delta Women's Leadership Training Programme; and Delta course content. (BT)

ED 436 438   SO 029 760

Gale, Steven H.
West African Folktales and Instructor's Manual.
PUB DATE- 95
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General

Internet offer better opportunities. More and more teachers use the Internet for the preparation of lessons or for investigations into problems. The German state of Northrhine-Westphalia's "Learn-line" is one education platform with an interesting and helpful structure which is a promising instrument for schools. A fictitious case ("State governed by the rule of law") illustrates the instructional procedure. (Contains a diagram of Learn-line and a 3-item bibliography.) (BT)

ED 436 459 SO 031 142

Serma, Valts
Civic Education in Latvia's Transition to Democracy.
PUB DATE- 98
NOTE- 12p.; Paper presented at the International Conference on Engagement in Political and Civic Life: Citizenship in Twenty-First Century Democracies (Valley Forge, PA, October 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; Cooperative Programs; *Democracy; Foreign Countries; Government Role; Grade 8; Grade 9; International Programs; Junior High Schools; Nongovernmental Organizations; *Partnerships in Education; Political Issues
IDENTIFIERS- *CIVITAS; *Latvia

Since the restoration of Latvian independence in 1991 the issues of citizenship for non-Latvians and civic participation for all the people of Latvia have become acute. The paper provides statistical data on Latvia and states that, politically, Latvia is a parliamentary system of representative democracy that is directly accountable to the citizens. The paper then discusses the Democracy Advancement Center (DAC), a leading civic organization (non-governmental), which maintains cooperation with the Ministry of Education. It focuses on materials the DAC has designed and developed for a new course in civic education at the eighth and ninth grades, discussing key ideas about the subject matter, teaching methods, and intended learners of the new civic education program. The paper also considers DAC's international partnerships, especially those with agencies and colleagues in the United States, such as Civitas: An International Civics Education Exchange Program. Contains 5 references. (BT)

ED 436 460 SO 031 143

Georgescu, Dakmara
Contemporary Involvement in Political and Civic Life: Trends and Implications of the Romanian Case.
PUB DATE- 98
NOTE- 12p.; Paper presented at the International Conference on Engagement in Political and Civic Life: Citizenship in Twenty-First Century Democracies (Valley Forge, PA, October 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; Civics; Civil Liberties; *Democracy; Educational Practices; Foreign Countries; Higher Education; *Political Power; Public Education; Secondary

community; class activities designed to help enhance students' awareness of their class as a learning community; the class' work on developing a shared literacy practice (a book club); and power relationships between the teacher and students. Results indicated that the teacher had a clear goal of establishing a learning community. She told the students explicitly and repeatedly that they were a learning community. In developing a shared literacy practice, she created opportunities for students to learn to participate. She encouraged students to think for themselves. When students used passive resistance when faced with challenges in doing the Book Club, the teacher persisted because she believed it would be a better way to engage students in reading, writing, talking, and thinking and would create opportunities for them to interact with each other that might help develop the learning community. She considered discipline to be the foundation for a learning community. (Contains 14 references.) (SM)

ED 436 480   SP 038 868

Welk, Gregory J.
Promoting Physical Activity in Children: Parental Influences. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Health; Children; Health Promotion; Parent Attitudes; Parent Child Relationship; *Parent Influence; Parent Participation; Parent Responsibility; Parents; *Physical Activities; *Physical Activity Level; Role Models; Socialization
IDENTIFIERS- ERIC Digests; Health Behavior

Children of active parents tend to be more active. This Digest describes the various socialization factors that influence a child's interest and involvement in physical activity. While role modeling exerts some effect, recent research suggests that the nature of parental influence may be much more complex. A useful theoretical model to explain parental influence on physical activity is the expectancy-value model of Eccles and Harold (1991). The model explains parent socialization behaviors related to sport and physical activity. There are various ways that parents can socialize their children to be physically active, including using parental encouragement, parental involvement, parental facilitation, and parental role modeling. Declining levels of physical activity exert a major influence on the increasing levels of childhood obesity. It is important for children to begin developing healthy activity patterns early in life. Because activity patterns have been found to track over the lifespan, efforts to promote physical activity at a young age can have major long-term public health benefits. (Contains 16 references.) (SM)

ED 436 481   SP 038 869

Groce, Eric C.; Henson, Robin K.; Woods, Bradford S.
The Examination of Preservice Teachers' Journals for Reflective Thought Patterns Concerning Professionalism.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the American

statistically significant differences between the two groups of teachers in their perceptions of the 10 skills of instructional planning for teaching science. Preservice teachers perceived that they had little knowledge in most of the skills. Inservice teachers perceived that they had considerable knowledge in the 10 skills. The findings of this study provide useful feedback to teacher education programs regarding the extent of knowledge and skills that preservice and inservice teachers will need to meet the demands of teaching science in primary grades. (Contains 38 references.) (Author/SM)

ED 436 500 SP 038 891

Key, Dana Lynn
Literacy and Effective Teaching in Diverse Classrooms.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); *English Instruction; English Teachers; Faculty Development; High Schools; Higher Education; Inservice Teacher Education; *Literacy Education; Multicultural Education; *Multilingualism; Preservice Teacher Education; Secondary School Teachers; Teacher Educators; *Teacher Effectiveness; Teaching Skills

This study explored the ways in which English educators could most effectively plan and implement their teaching to best serve the multi-literacies of the diverse student populations in today's schools. The researcher conducted interviews with classroom English teachers and teacher educators in north Alabama to gain the participants' perceptions of their effectiveness in teaching diverse literacies, opportunities for practicing effective strategies and pedagogical skills, and opportunities for improving teaching and learning and professional development. Data analysis indicated that the teachers often felt unprepared to teach the multiple literacies required in the diverse classroom populations they served. Because of time constraints and test score demands for students, the teachers felt that they were limited in teaching and modeling effective teaching strategies and multi-literacy pedagogical skills, especially connected to writing. Professional development and inservice opportunities were limited, as well. (Contains 15 references.) (SM)

ED 436 501 SP 038 892

Whiting, Melissa; Klotz, Jack
Alternative Certification: It's Alive, It's Alive...But It May Not Be Well.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Educational Quality; Elementary Secondary Education; Higher Education;

PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; Cultural Differences; Cultural Pluralism; Curriculum Development; Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Racial Differences; Student Teacher Attitudes; *Teacher Educators; *Teacher Role

Few preservice and beginning teachers are prepared for the diversity of today's classrooms. Educators must be aware of the many ways in which people are diverse and recognize that diversity is an enormous advantage. By 2010, 40 percent of students will be minorities. U.S. teachers are predominantly middle-class European Americans, yet one in four children (predominantly minorities) lives in poverty. Such statistics challenge teacher training institutions to matriculate teachers who are culturally sensitive and culturally literate. Multicultural education is a reform movement designed to bring about educational equity for all. It helps teachers recognize, accept, and affirm diversity. Culture and cultural diversity are important concepts for educators to understand because they influence students' lives. Culture is shared characteristics of a group of people. Cultural diversity involves differences in those characteristics between groups. The idea that teachers need specific preparation for working effectively with diverse students is not new. Researchers have been examining the issue for decades. Teacher educators are vital in the professional development of preservice teachers. In order for the goals and tenets of multicultural education to be realized in teacher education programs, teacher educators' roles must be more narrowly defined. Teacher educators must assess their own attitudes, beliefs, and knowledge and accept the need to make multicultural education a curricular priority. (Contains 56 references.) (SM)

ED 436 521 SP 038 912

Williams-Carter, Debra
Do We Need a Multicultural Curriculum?
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; Cultural Pluralism; Culturally Relevant Education; *Curriculum Development; *Diversity (Student); Elementary Secondary Education; *Multicultural Education; Racial Attitudes; Teacher Attitudes

Today's U.S. communities include European Americans, African Americans, Asian Americans, Hispanic Americans, and Native Americans among their many diverse cultural groups. America is composed of many different people from a variety of backgrounds

ED 436 540 TM 028 165

Empirical Validation of the First Steps Spelling and Writing Continua.
SPONS. AGENCY- Western Australia Ministry of Education, Perth. Curriculum Development Branch.
PUB DATE- 93
NOTE- 88p.; For related "First Steps" documents, see TM 028 166-170 and TM 028 176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Developmental Stages; Elementary Education; Elementary School Students; *Elementary School Teachers; Foreign Countries; High Risk Students; *Literacy; *Spelling; Teacher Attitudes; *Writing (Composition)
IDENTIFIERS- Australia (Western Australia); *Continuum Models; *First Steps Program (Australia)

This is one of a series of reports that document the formative research that supported the development of the "First Steps" program designed to improve the literacy and numeracy of primary school students in Western Australia, particularly those considered at-risk. The four themes of First Steps (reading, writing, spelling, and oral language) are organized around a development continuum of milestones along the child's path to literacy. In First Steps, the teacher locates the child's place along the continuum for a skill, and works from that point. In 1992, the Western Australia Ministry of Education evaluated First Steps and its continua. This report evaluates the Spelling and Writing Continua and presents teacher responses to questionnaires sent as part of the evaluation. In all, 80 teachers of grades 1, 3, 5, and 7 completed questionnaires about First Steps spelling and writing and the ways in which their students fit the continua. Findings indicate a high level of understanding among the classroom teachers participating in this evaluation. The Writing Continuum was considered to depict the development of children's writing competencies validly, and the Spelling Continuum was also approved, with two problems often identified. Indicators in the Transitional Phase were not considered more difficult that those in the developmentally earlier Phonetic Phase, and indicators in the Phonetic Phase were generally thought to be less difficult than those in the earlier Semi-Phonetic Phase. The key indicators in both continua were approved, and teachers of Years 1 and 5, who were specifically questioned, regarded the First Steps continua as validly depicting the development of literacy in the children that they teach. Four appendixes provide questionnaire results for particular indicators and developmental phases, and a fifth appendix detailing all teacher responses is available on request. (Contains 25 exhibits and 4 references.) (SLD)

ED 436 541 TM 028 166

The Impact of First Steps on the Reading and Writing Ability of Year 5 Students.
SPONS. AGENCY- Western Australia Ministry of Education, Perth. Curriculum Development Branch.
PUB DATE- 93
NOTE- 83p.; For related "First Steps" documents, see TM 028 165-170 and TM 028 176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 436 561 TM 030 423

Florida Writing Assessment Program: State, District, and School Report of Statewide Assessment Results, Spring 1998. Writing Assessment for Grade 4. Statistical Report.
PUB DATE- 98
NOTE- 584p.; For related documents, see TM 030 422-425.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; *Elementary School Students; *Grade 4; Intermediate Grades; *School Districts; Schools; Scoring; State Programs; Tables (Data); *Test Results; Testing Programs; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Florida Statewide Assessment Program

The Florida Writing Assessment was implemented in grades 4, 8, and 10 in 1998 as required by the Florida legislature. The assessment is designed to measure students' proficiency in writing responses to assigned topics within a designated testing period. This report contains writing assessment results for the whole state, school districts, and individual schools for 150,600 fourth graders taking the standard curriculum. The program results provide a comparative measure of student performance for schools and districts for each annual administration, as well as a basis for identifying trends in writing over a period of several years. It does not provide an exact index of changes in performance from year to year. (SLD)

ED 436 562 TM 030 424

Florida Writing Assessment Program. State, District, and School Reports of Statewide Assessment Results, Spring 1998. Writing Assessment for Grade 8. Statistical Report.
PUB DATE- 98
NOTE- 332p.; For related documents, see TM 030 422-425.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; *Grade 8; *Junior High School Students; Junior High Schools; *School Districts; Schools; Scoring; State Programs; Tables (Data); *Test Results; Testing Programs; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Florida Statewide Assessment Program

The Florida Writing Assessment was implemented in grades 4, 8, and 10 in 1998 as required by the Florida legislature. The assessment is designed to measure students' proficiency in writing responses to assigned topics within a designated testing period. This report contains writing assessment results for the whole state, school districts, and individual schools for 139,810 eighth graders taking the standard curriculum. The program results provide a comparative measure of student performance for schools and districts for each annual administration, as well as a basis for identifying trends in writing over a period of several years. It does not provide an exact index of changes in performance from year to year. (SLD)

ED 436 563 TM 030 425

Florida Writing Assessment Program. State, District, and School Report of Statewide District Assessment Results, Spring 1998. Writing Assessment for Grade 10. Statistical Report.
PUB DATE- 98

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Adaptive Testing; Administrator Role; *College Students; Colleges; Communication (Thought Transfer); Computer Assisted Testing; *Educational Planning; Higher Education; Mathematics Achievement; Reading Achievement; School Role; Testing Problems
IDENTIFIERS- *College Level Academic Skills Test; *Florida

This document contains the test administration plan for the College-Level Academic Skills Test (CLAST), a test used to assess the college-level skills of Florida students in the early years of college. The plan contains the procedures to be followed during the year in the administration of the CLAST. The document specifies the responsibilities of the Florida State Department of Education, the technical support contractor, and the individual institutions. The plan also contains an updated list of computer-adaptive tests centers for the CLAST. It does not contain procedures for teaching CLAST skills; each institution is responsible for its own programs and procedures to ensure that CLAST skills are taught and learned. Ten appendixes contain specific information about aspects of the CLAST and sample forms for requesting test site changes and waiver reporting forms. (SLD)

ED 436 585 TM 030 448

FCAT: Florida Comprehensive Assessment Test. State, District, and School Report of Results. 1999 FCAT Administration, Grade 4.
PUB DATE- 99
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Tests; *Elementary School Students; *Grade 4; *Reading Achievement; Reading Tests; State Programs; *State Standards; Tables (Data); Test Results; Test Use; Testing Programs
IDENTIFIERS- Florida; *Florida Comprehensive Assessment Test

In 1999,the Florida Comprehensive Assessment Test (FCAT) was administered to students in grades 4, 5, 8, and 10 to assess student achievement of the Sunshine State Standards in reading and mathematics as mandated by the Florida legislature. This report informs administrators, legislators, and the general public about the reading and mathematics assessment results. This report presents the results for the 154,948 fourth graders taking the standard curriculum. In the fourth grade, the FCAT is administered for reading only. The percentages of students scoring at each of five achievement levels are reported for schools, districts, and the state in table form. A booklet summarizing information about the FCAT and presenting sample questions is appended. (Contains three sets of tables.) (SLD)

ED 436 586 TM 030 449

FCAT: Florida Comprehensive Assessment Test. State, District, and School Report of Results. 1999 FCAT Administration, Grade 5.
PUB DATE- 99
NOTE- 367p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

have currently aligned, or plan soon to align, their state testing programs with their standards efforts. In 1995, 33 states reported aligned tests; today, 49 states report test alignment. The consequences associated with standards have increased significantly. Thirteen states have promotion policies based in part on state assessment results. Graduation requirements tied to at least 10th-grade standards have been implemented in 14 states, and incentives for students to reach standards are now in place in almost half the states. In 1996 only 10 states focused on students struggling to meet the standards, but in 1999, 29 states concentrate on these students. Although serious incentives and consequences tied to standards are being established, states still need to provide more resources to help students at risk. (SLD)

ED 436 608 UD 033 212

A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning. Technical Assistance Sampler.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Intervention; *Learning; Models; *Outcomes of Education; Program Descriptions; Program Development; Program Effectiveness; *Program Implementation

The purpose of this sampler is to highlight the promise of interventions that might be of use to schools as they design major reforms to address barriers to student learning. The document can also be a resource guide for anyone looking for outcome data to guide work in any of the specific areas sampled. A framework for a comprehensive, multifaceted, and integrated approach has been used to organize the sampler of interventions. This framework contains six areas that encompass interventions to: (1) enhance classroom-based efforts to enable learning; (2) provide prescribed student and family assistance; (3) respond to and prevent crises; (4) support transitions; (5) increase home involvement in schooling; and (6) reach out for greater community involvement and support. A section for each of these approaches contains a summary analysis of the state of the art related to the area of interest and a table outlining the sample of interventions and outcome findings. Six appendixes contain information about the programs, interventions, and studies described in each of these areas. Approximately 200 programs are described. (SLD)

ED 436 609 UD 033 214

McDonald, Lynn; Frey, Heather E.
Families and Schools Together: Building Relationships. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Constructivism (Learning); Curriculum Design; Curriculum Development; Developmentally Appropriate Practices; *Early Childhood Education; Educational Objectives; Educational Strategies; *Intellectual Development; *Preschool Curriculum; Student Centered Curriculum; Student Projects; *Teaching Methods
IDENTIFIERS- Academically Oriented Preschool Program; ERIC Digests; Project Approach (Katz and Chard)

From the academic--or instructivist--perspective, the young child is seen as dependent on adults' instruction in the academic knowledge and skills necessary for a good start for later academic achievement. This perspective is in direct contrast to the active and interactive curriculum assumed by proponents of the constructivist approach. This Digest considers instructivist and constructivist approaches to early childhood education and suggests that attention to children's intellectual development may inadvertently be overlooked by both sides. The Digest considers why the academic approach has grown in popularity, how to distinguish academic from intellectual goals, what research says about constructivism versus instructivism, the importance of children's intellectual development, and teaching methods that support children's intellectual development. Project work is suggested as a way that young children can express their intellectual dispositions in the pursuit of serious topics, apply their emerging and academic skills, and generate high-quality products. The Digest proposes that the early childhood curriculum be structured so that it is focused on at least a trio of goals: (1) social/emotional development; (2) intellectual development; and (3) the acquisition of meaningful and useful academic skills. (Contains 14 references.) (LPP)

ED 436 299 PS 028 162

Vast, Teresa
The Postsecondary Financial Aid System: Potential Strategies for Early Care and Education.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Invitation Conference on Financing High Quality Early Childhood Programs (Wheaton, IL, March 17-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Day Care; Educational Quality; *Financial Support; Models; Postsecondary Education; Preschool Education
IDENTIFIERS- Day Care Quality

In the United States, the family is regarded as primarily responsible for financing the education and care of children under age 5 as well as the education of offspring in postsecondary education, with the intervening years of education publicly funded and considered the responsibility of society at large. This paper describes the student financial aid system for postsecondary education and identifies strategies with potential for financing an equitable, accessible system of high quality early childhood education and

ED 436 318 RC 021 787

Benson, Chris, Ed.
Becoming Teacher Researchers.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Classroom Research; Electronic Libraries; Elementary Secondary Education; English Teachers; Ethnography; Networks; *Qualitative Research; Reflective Teaching; *Rural Education; *Rural Schools; Student Research; *Teacher Researchers; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- BreadNet; *Teacher Networks

This serial issue contains eight articles all on the theme of "Becoming Teacher Researchers." "Becoming a Network of Teacher Researchers" (Scott Christian) discusses how portfolios of classroom work provide documentation and encourage more systematic teacher research involving established research techniques. "Identifying Features of Language: Listening, Writing, Performing" (Ellen Temple) describes how fifth-graders developed language skills by studying oral genres--examining and classifying their everyday language use. In "Teaching Standard English to African American Students: Conceptualizing the Research Project" (Renee Moore), results from teacher research indicate that teacher attitude compensates for Black students' resistance to learning standard English. "The Golden Age of Teacher Research: An Interview With Marty Rutherford" (Chris Benson) pursues questions concerning the importance of the relationship between teacher, student, and community; the characteristics of good teacher researchers; wider acceptance of ethnographic and qualitative research; and the importance of online collaboration among teacher researchers who are spread out across the country. "Watching and Listening in and outside the Classroom" (Sheri Skelton) recounts how a teacher in an Inupiaq village in northwestern Alaska incorporated aspects of Native learning and teaching styles in the classroom. "Students Teaching: In Season at Peoples Academy" (Moira Donovan) documents a Vermont high school's use of high school seniors as teaching assistants and mentors in inclusive classrooms. "Have You Graded Our Essays Yet?" (Rise Udell) discusses teacher research on how ungraded writing allowed Arizona high school students to improve their writing skills. In "Something Invisible Became Visible" (Robert Baroz), a teacher-student research team studied the value of classroom language use in reinforcing learning. (TD)

ED 436 319 RC 022 122

Bonanni, Mimmo; Etter, Patricia A.
Native Americans: Subject Guide.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *American Indians; Annotated Bibliographies; Higher Education; Information Sources; *Library Materials; *Reference Materials; *Resource Materials
IDENTIFIERS- Arizona State University; *Native Americans

This annotated subject guide lists reference material that deals

Scholarship Fund, New Mexico); (7) Mississippi Choctaw Adult Education Program (Mississippi Choctaw Tribe); (8) Total Quality Management Program (Mount Edgecumbe High School, Alaska); (9) National Honors Program (National American Indian Honor Society, Arizona); (10) Tradition and Technology (Peach Springs School District, Arizona); (11) Individual Student Learning Program (Rock Ledge School District, Wisconsin); (12) Salmon River Central School Indian Education Project (New York); (13) Tohatchi High School Career Center (New Mexico); (14) Student Support Services Project (University of Alaska-Fairbanks); (15) Focus on Excellence Program (Wellpinit School District, Washington); and (16) Native American Student Services (University of Wisconsin-Madison). Appendices include contact information for agencies selecting exemplary programs, criteria for exemplary status in this directory, and criteria for NDN exemplary status. (SV)

ED 436 337   RC 022 187

Exemplary Institute. Proceedings of the Annual Conference (3rd, Albuquerque, New Mexico, February 22-24, 1998).
PUB DATE- 98
NOTE- 399p.; Includes photographs and reprints of newspaper articles and other materials that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; American Indians; Educational Environment; *Educational Practices; Elementary Secondary Education; Improvement Programs; Student Motivation; Validated Programs

This proceedings contains presentations and workshop summaries from the 3rd Annual Exemplary Institute for educators of Native American students. Presentations include: "Quality in Learning: Romancing the Journey" (quality management at Mount Edgecumbe High School, Alaska) (Todd Bergman); "Creating a School-wide Literacy Climate" (Sig Boloz); "How To Write Winning Proposals" (Dean Chavers); "How To Motivate Indians To Achieve Their Highest Potential" (Frank Dukepoo); "Focus on Excellence" (Wellpinit School District, Washington, technology plan) (Gerald Hombel); "Preparing Indian Students for Math and Science Study" (college preparation and financial aid) (Lucille Kelley); "Focus on Math: Designing a Successful Mathematics Program for Alaska Native and American Indian Students" (Gregory Owens); "Yes, Reading Is Everything" (Jon Reyhner); "Motivation: Increasing Student Motivation & Performance Quality in the Classroom" (Spence Rogers); and "School-Wide Literacy Improvement Project" (Susan Stropko). Other presentations listed but not included in this proceedings are: "National Exemplary Programs" (Dean Chavers); "Exemplary Adult Education Programs" (Lynda Nuttall); and "Parent Involvement and the PTA" (Gayle Stone). (Includes the Exemplary Institute schedule and lists of presenters and advisory committee members.) (SV)

ED 436 338   SE 059 113

Beyond Bio 101.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

interactions. (Contains 18 references.) (WRM)

ED 436 359 SE 061 806

Yamamoto, Tosh
A Comparison of the Quality of Integrated Freshman-Year Curriculum for Science, Engineering and Mathematics with a Conventional Curriculum.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Engineering Education; Experimental Curriculum; Females; *Force; Higher Education; *Instructional Effectiveness; *Instructional Innovation; *Integrated Curriculum; Mathematics Education; Mechanics (Physics); Misconceptions; *Physics; Science Education; Technology Education

This report describes a comparison of the effectiveness of two types of instruction on undergraduate students' learning of the concept of force. Findings indicate that students who participated in the Integrated Freshman Year Curriculum for Science, Engineering and Mathematics improved slightly more on the Force Concept Inventory than students who received traditional instruction, and that females in the integrated program improved significantly more than females in the conventional program. (WRM)

ED 436 360 SE 061 857

Ediger, Marlow
Philosophical Considerations in Teaching Mathematics.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction

Mathematics as a curriculum area might be taught from the point of view of several philosophies of education. This paper discusses philosophical considerations in teaching mathematics such as the philosophy of experimentalism, philosophy of decision making, and measurement driven philosophy. It is concluded that the philosophy or philosophies chosen in instruction should harmonize with pupils' individual learning styles. (ASK)

ED 436 361 SE 061 880

Ediger, Marlow
Improving the Teaching of Science.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Holistic Approach; *Learning Theories; *Portfolio Assessment; *Science Instruction; *Student Centered Curriculum; Teaching

PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Elementary Secondary Education; International Studies; *Mathematics Achievement; Mathematics Education; *Science Achievement; Science Education
IDENTIFIERS- *Third International Mathematics and Science Study

This issue of "Policy Forum" compares the mathematics and science achievement of students midway through elementary school, midway through lower secondary school, and at the end of upper secondary school. The Third International Mathematics and Science Study (TIMSS), conducted in 1995-96, is the largest international education study ever undertaken with data from one-half million students in 41 nations. The featured article provides significant research findings from TIMSS on student achievement, curriculum, and teaching, and discusses implications for policy and practice. The concept of benchmarking is reviewed in a sidebar. Information on how to access the U.S. Department of Education, the two Research and Development (R&D) Centers funded by this institute, and a variety of TIMSS Web sites are also provided. (ASK)

ED 436 386   SE 062 358

Card, Rachel A.
The Effects of Writing in Mathematics on Second-Grade Students' Achievement and Metacognition.
PUB DATE- 98
NOTE- 67p.; M.A. Project, Saginaw Valley State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Content Area Writing; Grade 2; Learning Processes; *Mathematics Achievement; *Mathematics Instruction; *Metacognition; Primary Education; Problem Solving; Thinking Skills

The purpose of this project was to examine the levels of achievement and metacognition in expressing mathematics understanding and problem solving processes by students in a second grade classroom when the students used writing in daily mathematics learning according to their scores on a mathematical problem solving assessment and individual interviews. This paper concludes that through daily writing activities that involve expressing mathematics thinking, problem solving, and the creation of word problems, students' mathematics achievement and metacognition increased. (Contains 31 references.) (ASK)

ED 436 387   SE 062 414

Quistorff, Kirk
The Mathematics Program in a School for Learning Disabled Students in Grades 2 through 10: Fostering Mathematical Growth of Students through Teacher Training, Parent Involvement, and Implementation of New Curriculum Materials.
PUB DATE- 98
NOTE- 107p.; Ed.D. Practicum, NOVA Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Secondary Education; *Learning

This paper describes a follow-up to a 1998 study that reexamined several aspects of elementary science students' achievement, attitudes, and journal writing in conjunction with an Alabama Hands-on Activity Science Program (HASP) grant utilizing the Full Option Science System (FOSS) kit. During the four weeks of the study, 20 fourth grade students were requested to reflect upon instruction through journal writing. Results suggest that an increase in posttest achievement scores may be attributed to incorporating the FOSS kit into science instruction. Results also support the use of science manipulatives as a means of increasing students' favorable attitudes toward science and science-related activities. (Contains 34 references.) (WRM)

ED 436 411 SE 062 992

Riddle, Wayne; Stedman, James; Irwin, Paul
Elementary and Secondary Education: Reconsideration of the Federal Role by the 106th Congress. CRS Issue Brief for Congress.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Educational Policy; *Educational Research; Elementary Secondary Education; Government Publications; *Government Role; *Government School Relationship; Laws; Legislation; Politics of Education; Public Policy
IDENTIFIERS- *Elementary Secondary Education Act; *Goals 2000

This document provides an overview of primary, cross-cutting issues that are likely to arise as the Elementary and Secondary Education Act; Goals 2000; the Educational Research, Development, Dissemination, and Improvement Act; and the National Education Statistics Act are considered by the United States Congress for reauthorization in the future. The major reauthorization legislation introduced and acted upon in the 106th Congress is described, following the identification of Major Themes of Current Authorizing Legislation. Debate over legislation to reauthorize these programs is focusing on overarching questions concerning the primary purposes of federal aid to elementary and secondary education, its intended beneficiaries and outcomes, and its effectiveness. More specific issues being debated include expansion of school choice options, creation of new authority for state or local flexibility or consolidation of programs into block grants, steps to improve teacher quality and quantity, support for standards-based reform, and funding for improvement of infrastructure--both technology and facilities. (WRM)

ED 436 412 SE 062 993

Samaras, Anastasia P.; Howard, Barbara J.; Wende, Carolee
Fresh Footprints: Assessment of an Environmental Science Collaborative Learning Project for Undergraduate, Non-science Majors.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

(020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)
(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *African Studies; Anthologies; Area Studies; Cultural Education; Developing Nations; *Folk Culture; Foreign Countries; Higher Education; Non Western Civilization; Nonformal Education; *Oral Tradition; Secondary Education; Social Studies; *Story Telling; Teaching Guides
IDENTIFIERS- *Africa (West); *Folktales; Oral Literature; West Africans

Traditionally, an important function of folktales in West Africa has been to educate, as the older generation imparts knowledge to younger members of the family, tribe, societal unit, or ethnic group both informally in everyday life and more formally within the context of the bush schools. This anthology of West African folk literature offers more than 40 tales of human foibles, magic, and nature. The anthology contains tales from 15 countries (Angola, Benin, Burkina Faso, Cameroon, Gabon, Gambia, Ghana, Guinea, Ivory Coast, Liberia, Mali, Nigeria, Senegal, Sierra Leone, and Togo). The tales, which instruct and entertain, are intended for readers everywhere and of any age, both in and out of the classroom. The instructor's manual provides materials and suggestions for classroom instruction to enhance student's understanding of the folktales. It provides activities to help students use their understanding as a starting point for exploring how what they learn is applicable in their own lives. The text is designed for a broad range of class levels and offers a variety of questions and assignments. (BT)

ED 436 439 SO 030 601

The Arts Standards (Adopted 4/28/97): Arizona Department of Education.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Art Education; Dance Education; Elementary Secondary Education; *Fine Arts; Music Education; *State Standards; Student Educational Objectives; Theater Arts; Visual Arts
IDENTIFIERS- *Arizona

Dance, music, theater, and visual arts are everywhere in life, adding depth and dimension to the environment and shaping people's experiences, often deeply and subtly. This Arizona standards guide is based on the premise that all students will achieve the essentials level in the four arts disciplines (the aforementioned music, visual arts, theater, and dance) and attain the proficiency level in at least one form on or before graduation from high school. All levels are built upon previous levels, and since students will achieve the proficiency level at different ages or rates, schools will provide curriculum to allow students who go beyond proficiency to study at the distinction level. The guide is divided into the following sections: (1) "Rationale Statement for the Arts"; (2) "Research Supporting the Value of the Arts as Core Subjects"; (3) "Music"; (4) "Visual Arts"; (5) "Theatre"; (6) "Dance"; and (7) "Arts Glossary." Each arts discipline in the guide presents several standards to be achieved by students in levels from kindergarten, grades 1-3, grades 4-8, and grades 9-12. (BT)

Education
IDENTIFIERS- *Political Behavior; *Romania; Transition Time

Any discussion about present-day involvement in political and civic life in Romania raises challenging questions, for example, the kind of democracy they have and how power relates to public life involvement needs to be examined. Another question is how an all-out education reform can help build a mentality of positive involvement. A 2-year opinion survey for students and professors early on elicited answers about human rights education which persistently ignored the ideas of influencing public decision-making and involvement in community life. Two years later the attitude of participants had changed appreciably, and reference to involvement and civic participation was expressed more often. An interactive teaching approach assisted and promoted by purposefully designed materials and teacher training classes may have brought about the change. The project showed what the prevailing political mentality of the ordinary Romanian citizen was like in 1994-96 and the "wonders" that a specific educational approach can work in a rather short time. For a society in transition from totalitarianism to a democratic political system set on the tenets and mechanisms of modern liberal democracy, the rule of law and free market economics, the human rights issue, and liberal democratic values are a multi-faceted challenge. In Romania's schools and universities an apparent tension exists between what is referred to as civic identity, ethnic identity, and human rights universality. As of the 1998-99 school year a new curriculum framework has taken effect which should help bring respect for the dignity of students and teachers (and parents) and a school-designed and developed social practice that is efficient in a democratic sense. (Contains 4 references.) (BT)

ED 436 461 SO 031 148

Canatsey, Jennifer
A Comparison of Students' Understanding of Political and Physical Aspects of Geography with the Use of the Program "Daily Geography."
PUB DATE- 99
NOTE- 80p.; Master's Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Classroom Research; Comparative Analysis; *Geography; *Geography Instruction; Intermediate Grades; *Knowledge Level; Pretests Posttests; Social Studies; *Student Attitudes; Student Surveys
IDENTIFIERS- Tennessee (East)

McDougal, Littell and Company has designed the geography program called "Daily Geography" which incorporates geography into the daily social studies curriculum. "Daily Geography" aims to increase students' knowledge and understanding of the physical aspects of geography. A study tested the "Daily Geography" program to determine if it helps students improve their geography test scores. Subjects were 24 fourth-grade students from a school in eastern Tennessee. Along with the test, each student completed an attitude survey about geography. The class served as both the control group and the experimental group. The study took 10 weeks. During the first 5 weeks the class served as the control group, using only their regular social studies program. During the second 5 weeks the class served as the experimental group. At the beginning of week 6, students

Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Journal Writing; *Knowledge Base for Teaching; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Teacher Collaboration
IDENTIFIERS- *Professionalism; *Reflective Thinking; Reflective Writing

This study investigated 30 preservice teachers' journals for examples of the knowledge base for teaching, expectations for professional collaboration, and depth of reflectivity when discussing these issues. Content analysis was conducted on six journal questions intended to generate thought patterns in relation to professionalism in teaching. Descriptive statistics and multiple regression were used to examine the data. Analysis revealed a dearth of substantive examples of the new knowledge base and collaboration. However, when examples were evident, they consistently predicted depth of reflectivity, suggesting an integrated growth of professionalism in the preservice teachers. (Contains 31 references.) (Author/SM)

ED 436 482   SP 038 870

Henson, Robin K.; Stephens, Jennifer; Grant, Gale S.
Self-Efficacy in Preservice Teachers: Testing the Limits of Non-Experiential Feedback.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Feedback; Higher Education; Preservice Teacher Education; *Self Efficacy; *Student Teacher Attitudes; Student Teachers; *Teaching Experience

Despite a clear relationship between feedback in experiential settings and heightened efficacy, it is unclear whether general feedback occurring outside purely experiential settings impacts preservice teachers' self-efficacy. This study investigated the relationship between self-efficacy in preservice teachers and simple but salient feedback from a non-experiential source. Preservice teachers were placed in matched pairs according to teaching experience, then assigned to either a treatment group or a control group. The treatment group read a stimulus paragraph designed to bolster beliefs about efficacy, rated their agreement with it, wrote their opinion about why preservice teachers are considered effective, and completed the Teacher Efficacy Scale. The control group followed the same protocol but read an unrelated paragraph. Results suggest that the stimulus paragraph had minimal effect on teacher efficacy, and that the minimal effect was primarily due to changes in general teaching efficacy. The results indicate that self-efficacy is strongly experientially based. (Contains 37 references.) (SM)

ED 436 483   SP 038 871

Nontraditional Education; Preservice Teacher Education; Student Teaching; Teacher Recruitment; *Teacher Shortage; *Teaching Skills

IDENTIFIERS- Mississippi

By the year 2008, 2.2 million teachers will be needed to fill open teaching positions created by increasing student populations and the rapid rise of retiring teachers. The urgent need for qualified teachers looks to be overtaking the number of available qualified teachers. Despite the efforts of teacher training programs in nationally accredited universities, the gap between qualified practicing teachers and student populations continues to intensify. Many state legislatures are closely examining teacher training and licensing practices in order to upgrade performance expectations. In response, there has been a concerted effort to further provide for this projected need for qualified teachers by implementing alternative teacher certification programs for people who have expertise in related content area. This paper argues that this line of thinking is wrong, suggesting that alternative certification will result in people who are trained in content area but who have no pedagogical experience. It recommends a program design that gives potential teachers the pedagogical skills to survive the rigors of today's classroom. The paper describes Mississippi's currently endorsed model for alternative certification, offering it as an example of why caution and reflection remain a professional necessity. It suggests that Mississippi's model must offer potential teachers experience via at least one semester of structured, supervised practice teaching. The paper lists six issues that a good alternative program must address. (SM)

ED 436 502 SP 038 893

Taylor, Pamela A.

Multicultural Education Issues: Perceived Levels of Knowledge of Preservice Teachers and Teacher Educators.

PUB DATE- 99

NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Knowledge Level; *Multicultural Education; Preservice Teacher Education; Preservice Teachers; *Student Teacher Attitudes; Teacher Educators

IDENTIFIERS- *Teacher Knowledge

This study assessed preservice teachers' and teacher educators' knowledge regarding issues related to multicultural education. Participants were 78 preservice teachers who completed the Multicultural Knowledge Test during the first class period of a Social Foundations of Education course. There were also 45 teacher educators at the same university who completed the test. Researchers collected data on demographics, major and class rank (for preservice teachers), and education and professional experience (for teacher educators). Data analysis involved statistically comparing results on the Multicultural Knowledge Test to the average knowledge level score. Results indicated that there was a statistically significant difference between preservice teachers' and teacher educators' multicultural knowledge levels. The knowledge levels of and cultures. Regardless of cultural differences, many of these people make valuable contributions to U.S. society and will continue to do so in the future. Advocates of multiculturalism are concerned with how teachers are providing instruction for the diverse groups of children in their classrooms. Teachers are being held accountable for meeting the needs of all children in their classrooms, regardless of cultural differences. Therefore, teachers need a curriculum that incorporates diversity and makes allowances for the diverse groups of students they teach. Failure to embrace multiculturalism allows members of society to continue to promote prejudice and racism. Opponents of multiculturalism disagree with the need for a change from the traditional curriculum to one that embraces diversity. Teachers are a key element in the process of incorporating multiculturalism into the curriculum, and they can enhance or inhibit the learning process. Multiculturalism should be embedded into the existing curriculum. Successful implementation of a multicultural curriculum will prepare today's students to become tomorrow's leaders. (Contains 16 references.) (SM)

ED 436 522   SP 038 913

Michna, Katie Charisse Neves
Investigating Preservice Teachers' Literature Selection Process.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Decision Making; Elementary Education; Elementary School Teachers; Higher Education; Illustrations; Language Arts; Preservice Teacher Education; Preservice Teachers; Selection

This paper examines the literature selection and evaluation practices of preservice teachers, investigating trends in choosing and acquiring literature and factors affecting the literature's appeal. Participants were undergraduate students enrolled in a language arts course for elementary school majors who completed a survey and attached it to a lesson plan and a reflection used that day. The survey asked why they picked the literature in their lesson plans, where they got it, what they liked most and least about it, and whether they would use it again. Students completed the survey three times during the term. Four students completed interviews regarding why they chose the literature, what factors appealed to them, how they would describe the selection process, how they evaluated literature, and what factors would discourage them from using literature. Overall, participants chose literature for many reasons, which varied as students were increasingly exposed to children's literature and the need for its use in class. There was a shift from the importance of current teaching topic and personal experience in literature selection to a more broad-based range of selection reasons from the first to the third survey. Illustrations were an important factor in the selection process, as were book and award lists. Over half of the literature selections came from the library. (SM)

ED 436 523   SP 038 914

McTier, Carolyn

DESCRIPTORS- Child Development; *Developmental Stages; Elementary School Students; *Elementary School Teachers; Foreign Countries; Grade 5; High Risk Students; Intermediate Grades; *Literacy; Program Evaluation; *Reading Achievement; Teacher Attitudes; *Writing (Composition); Writing Tests
IDENTIFIERS- Australia (Western Australia); *Continuum Models; *First Steps Program (Australia); Impact Evaluation
This is one of a series of reports that document the formative research that supported the development of the "First Steps" program designed to improve the literacy and numeracy of primary school students in Western Australia, particularly those considered at-risk. The four themes of First Steps (reading, writing, spelling, and oral language) are organized around a development continuum of milestones along the child's path to literacy. This interim report presents preliminary findings from two tests administered to First Steps students as the first part of a time series study. The main aim of this report is to examine the impact of First Steps on the reading and writing ability of Year 5 students while taking into account the effect of socioeconomic status background. Reading comprehension data were available from 665 year-5 students in 31 classes in 19 schools, and writing ability data came from 736 students. There was evidence that First Steps is making a difference in the reading ability of students, with suggestions that the effect of First Steps seems stronger for children of low socioeconomic status background. Results from the writing exercise suggest that First Steps is having a positive effect on the writing ability of children regardless of their socioeconomic status. Eight appendixes present statistical information, details about the reading and writing tests, and further descriptions of analyses procedures. (Contains 19 exhibits and 3 references.) (SLD)

ED 436 542 TM 028 167

The Impact of First Steps on Schools and Teachers.
SPONS. AGENCY- Western Australia Ministry of Education, Perth. Curriculum Development Branch.
PUB DATE- 93
NOTE- 88p.; For related "First Steps" documents, see TM 028 165-170 and TM 028 176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Child Development; *Developmental Stages; Elementary School Students; *Elementary School Teachers; Foreign Countries; Grade 1; Grade 5; High Risk Students; Intermediate Grades; *Literacy; Principals; Program Evaluation; *Reading Achievement; Teacher Attitudes; Writing (Composition); Writing Tests
IDENTIFIERS- Australia (Western Australia); *Continuum Models; *First Steps Program (Australia); Impact Evaluation
This is one of a series of reports that document the formative research that supported the development of the "First Steps" program designed to improve the literacy and numeracy of primary school students in Western Australia, particularly those considered at-risk. The four themes of First Steps (reading, writing, spelling, and oral language) are organized around a development continuum of milestones along the child's path to literacy. This report documents the impact of First Steps on teachers and schools by considering descriptions of its impact provided by principals and teachers in a sample of Western Australia schools. Responses were received from 30 Year-

NOTE- 298p.; For related documents, see TM 030 422-424.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; *Grade 10; *High School Students; High Schools; *School Districts; Schools; Scoring; State Programs; Tables (Data); *Test Results; Testing Programs; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Florida Statewide Assessment Program

The Florida Writing Assessment was implemented in grades 4, 8, and 10 in 1998 as required by the Florida legislature. The assessment is designed to measure students' proficiency in writing responses to assigned topics within a designated testing period. This report contains writing assessment results for the whole state, school districts, and individual schools for 117,364 10th graders taking the standard curriculum. The program results provide a comparative measure of student performance for schools and districts for each annual administration, as well as a basis for identifying trends in writing over a period of several years. It does not provide an exact index of changes in performance from year to year. (SLD)

ED 436 564 TM 030 426

Florida Writes! Report on the 1999 Assessment, Grade 4. Florida Writing Assessment Program.
PUB DATE- 99
NOTE- 82p.; For related documents, see TM 030 427-428.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Students; Expository Writing; Grade 4; Intermediate Grades; Narration; Program Descriptions; Scoring; *Test Coaching; Test Results; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Florida Statewide Assessment Program

This report is designed for educators who are involved in teaching, developing, or evaluating curriculum in the elementary schools. It describes the content and application of Florida's fourth grade writing test, and it offers suggestions that might be helpful in preparing students for the assessment. The 1990 Florida legislature mandated the assessment of student writing at grades 4, 8, and 10. Within each classroom, students are randomly assigned one of two writing prompts. Fourth graders respond to a prompt that asks them to explain something (expository writing) or tell a story (narrative writing). Students are asked to plan their responses and write them within 45 minutes. The report is divided into these sections: (1) "What Is Effective Writing?"; (2) "The Florida Writing Assessment Program"; (3) "Scoring Method and Rubric Used in 1999"; (4) "Expository Responses from the 1999 Assessment"; and (5) "Narrative Responses from the 1999 Assessment." The expository and narrative responses contain actual samples of student essays from the test. Eight appendixes contain supplemental information about the assessment and 43 recommended readings for educators. (SLD)

ED 436 565 TM 030 427

Florida Writes! Report on the 1999 Assessment, Grade 8. Florida Writing Assessment Program.
PUB DATE- 99

DESCRIPTORS- *Academic Achievement; *Academic Standards; Achievement Tests; *Elementary School Students; *Grade 5; Intermediate Grades; Mathematics; State Programs; *State Standards; Tables (Data); *Test Results; Test Use; Testing Programs
IDENTIFIERS- Florida; *Florida Comprehensive Assessment Test

In 1999, the Florida Comprehensive Assessment Test (FCAT) was administered to students in grades 4, 5, 8, and 10 to assess student achievement of the Sunshine State Standards in reading and mathematics as mandated by the Florida legislature. This report informs administrators, legislators, and the general public about the reading and mathematics assessment results. This report presents the results for the 150,526 fifth graders taking a standard curriculum who took the CAT. In grade 5, the FCAT is given only in mathematics. The percentages of students scoring at each of five achievement levels are reported for schools, districts, and the state in table form. A booklet summarizing information about the FCAT and presenting sample questions is appended. (Contains three sets of tables.) (SLD)

ED 436 587 TM 030 450

FACT: Florida Comprehensive Assessment Test: State, District, and School Report of Results. 1999 FCAT Administration Grade 8.
PUB DATE- 99
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Tests; *Grade 8; *Junior High School Students; Junior High Schools; *Mathematics Achievement; Mathematics Tests; *Reading Achievement; Reading Tests; State Programs; *State Standards; Tables (Data); Test Results; Test Use; Testing Programs
IDENTIFIERS- Florida; *Florida Comprehensive Assessment Test

In 1999, the Florida Comprehensive Assessment Test (FCAT) was administered to students in grades 4, 5, 8, and 10 to assess student achievement of the Sunshine State Standards in reading and mathematics as mandated by the Florida legislature. This report informs administrators, legislators, and the general public about the reading and mathematics assessment results for the 142,125 eighth graders taking a standard curriculum. In the eighth grade, students take the mathematics and reading tests. The percentages of students scoring at each of five achievement levels are reported for schools, districts, and the state in table form. A booklet summarizing information about the FCAT and presenting sample questions is appended. (Contains three sets of tables.) (SLD)

ED 436 588 TM 030 451

FCAT: Florida Comprehensive Assessment Test. State, District, and School Report of Results. 1999 FCAT Administration, Grade 10.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Tests; *Grade 10; *High School Students; High Schools; *Mathematics Achievement; *Reading Achievement; State Programs; *State Standards; Tables (Data); Test Use; Testing Programs

DESCRIPTORS- *At Risk Persons; Community Programs; Elementary
  Secondary Education; Family Programs; *Family Relationship;
  Juvenile Justice; *Parent Participation; *Social Support Groups

This bulletin profiles a program, Families and Schools Together (FAST), that brings at-risk children and their families together in multifamily groups to strengthen families and increase the likelihood that children will succeed at home, at school, and in the community. Drawing on research and family therapy, FAST builds protective factors for children and increases parent involvement with the family, other parents, the school, and the community. Families participate in an initial 8-week program, followed by 2 years of monthly meetings of a school-based group that provides a social support network. Evaluations have shown that FAST has a statistically significant positive impact on children and families. Communities in search of a school-based approach to interventions for at-risk children and families will find ideas in this bulletin. (Contains 5 tables, 2 figures, and 72 references.) (SLD)

ED 436 610   UD 033 215

Characteristics and Patterns of At-Risk Juveniles and Factors
  That Contribute to Violence Committed by or against Juveniles.
PUB DATE- 99
NOTE- 17p.; Reprinted with permission from "Report to Congress:
  Juvenile Violence Research," Washington, D.C.: Office of
  Juvenile Justice and Delinquency Prevention, NCJ-176976, July
  1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information
  Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *At Risk Persons; Behavior Patterns;
  *Individual Characteristics; Neighborhoods; *Prevention; *Urban
  Youth; *Violence

Research into the characteristics of at-risk juveniles that contribute to violence and the patterns of behavior and neighborhood characteristics and patterns that are associated with youth violence or victimization are reviewed. The results of the studies reviewed cannot be generalized to the total population of juveniles, but the findings of these studies appear to be consistent with past research. Overall, juvenile violence is committed primarily by males and often occurs intra-racially among minority groups. The majority of juvenile offenders are 16- and 17-year-olds. Many violent offenders live in disruptive and disorganized families and communities, although the majority of youth in such environments are not involved in serious delinquency. Some recommendations are given for the prevention and control of juvenile violence. These include suggestions for dealing with gangs, guns, and high-risk juveniles. (Contains 36 references.) (SLD)

ED 436 611   UD 033 216

Federman, Lillian
I Begin My Life All Over: The Hmong and the American Immigrant
  Experience.
PUB DATE- 98
NOTE- 262p.; "With Ghia Xiong."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project
  Descriptions) (141)

care. Presented in four major sections, the paper reviews the purposes and sources of financial aid; describes the delivery system, focusing on how financial need is determined; discusses accreditation as an indicator of quality in financial aid funding; and explores the potential implications of the postsecondary financial aid model for financing quality early care and education programs. (Contains 52 endnotes.) (KB)

ED 436 300 PS 028 163

Closs, Alison; Norris, Claire
Enabling the Education of Pupils with Medical Conditions. SCRE Spotlights 75.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Diseases; *Educational Practices; Elementary Secondary Education; Foreign Countries; Health Needs; Interviews; Mainstreaming; Profiles; *Special Needs Students; *Student Needs; Surveys
IDENTIFIERS- Scotland

The duties and responsibilities of education authorities and schools in Scotland with regard to pupils who are absent for health reasons are unclear in comparison to other UK countries. This study examined in-school and out-of-school learning contexts for Scottish pupils, ages 5 through 18 years, with medical conditions of sufficient severity and duration that normal school attendance or progress might be disrupted. Data sources included surveys of Scottish education authorities, interviews with key staff, 4 detailed mainstream school studies, and 18 detailed child profiles. Findings indicated that factors influencing in-school learning included systems and levels of support for learning, schools' knowledge about and attitudes toward the medical conditions, and specific aspects of the medical condition that might incapacitate a child. Factors influencing out-of-school learning included education authorities' and schools' interpretation of their responsibilities, availability and quality of outreach services, families' and caregivers' ability and willingness to support children's education, children's motivation and capacity to learn outside school, and specific aspects of the medical condition that might incapacitate a child. Factors making positive educational outcomes more likely included good overall school ethos, nurtured partnerships between the school and others, professional development for education staff, and effective management of out-of-school education. Based on findings, it was concluded that proposed legislative changes and national guidance on the education of children with health needs will ensure that their educational needs reach a higher profile. (Includes a list of relevant organizations. Contains 12 references.) (KB)

ED 436 301 PS 028 164

Kariuki, Patrick; Redman, Suzanne
Accounts of Play: A Descriptive Study in the Changes Exhibited in Play across Three Generations.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL,

with Native Americans and is available in the Arizona State University Libraries. Entries were published 1933-98, but mostly in the 1980s-90s. The guide is not comprehensive, but rather a selective list of resources useful for researching a topic in a variety of fields. The guide includes dictionaries, encyclopedias, guides and handbooks, genealogy materials, directories, biographies, bibliographies, statistics, atlases, travel guides, and indexes and abstracts. Middle and South America are covered in a separate section. Library call numbers and locations are listed for each item. Contains a subject guide index. (CDS)

ED 436 320   RC 022 133

Morton, Claudette
The Last Best Place? The 1998-99 Montana Rural Teacher Salary and Benefits Survey.
PUB DATE- 99
NOTE- 23p.; For 1992-93 study, see ED 357 901.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Elementary Schools; Enrollment; Fringe Benefits; One Teacher Schools; *Rural Schools; School Surveys; *Small Schools; *Teacher Employment Benefits; *Teacher Salaries
IDENTIFIERS- *Montana

In Montana, there are 151 small rural schools that constitute elementary independent districts with either a supervising teacher or a teaching principal as the head of the school. In fall 1998, a survey of all 151 schools examined enrollments, budgets, staff, salaries, and benefits. Enrollments ranged from 2 to 174 students; 83 schools had fewer than 19 students, the point at which a school is required to hire a second teacher. General fund budgets ranged from $22,000 to $97,216 for one-teacher schools and from $57,882 to $113,000 for two-teacher schools. Full-time teacher salaries ranged from $11,565 to $38,775. Tables present the number of schools in various salary ranges and average salaries for each fifth of the schools. Some type of housing for teachers was provided by 41 schools, primarily the lower-paying schools. Only 24 schools paid a specific stipend to the supervising teacher. Other data include mileage paid to teachers, provision of health insurance, janitorial duties performed by teachers, professional and personal leave days, and salaries of school clerks. Findings are compared to those of a 1992-93 study. Appendices include the survey form, a list of participating schools, and comments from the surveys. (SV)

ED 436 321   RC 022 142

American Camping Association Annual Report, 1999.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Annual Reports; *Camping; Child Development; *Institutional Advancement; *Institutional Mission; Professional Associations; Professional Development; *Professional Training; Public Relations
IDENTIFIERS- *American Camping Association

Founded in 1910 as the Camp Directors' Association of America, DESCRIPTORS- Biological Sciences; *Biology; Educational Change; Educational Practices; Faculty; Females; Higher Education; Learning Theories; *Majors (Students); Minority Groups; Science and Society; Science Curriculum; Science Education; Scientific Principles; Scientific Research; Teaching Methods; Undergraduate Study

Sharply rising enrollments in undergraduate biology, spurred by the growing importance of the life sciences in society, have led university faculty members across the country to experiment with new ways of teaching students. This report documents change in the nation's classrooms; specifically, it focuses on a sample of institutions that are incorporating innovative projects in biology education supported by the Howard Hughes Medical Institute. Chapter 1, "A World of Opportunity," details how rising enrollments and the rapid growth of biological information are contributing to profound changes in undergraduate biology education. Chapter 2, "Changes in the Classroom," describes innovative teaching methods that are bringing the life sciences to life. Chapter 3, "The Laboratory Experience," provides information about students' experiences in the biology laboratory. Chapter 4, "Faculty in the Crossfire," details the frantic yet richly rewarding lives of university faculty members. Chapter 5, "Expanding the Talent Pool," describes efforts by campuses to attract and retain women and minority candidates in biology. Chapter 6, "The Many Paths to Success," lists even more examples of new approaches to teaching and learning in undergraduate biology education. (WRM)

ED 436 339 SE 060 994

Braus, Judy, Ed.
Incredible Insects.
PUB DATE- 89
NOTE- 64p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Biological Sciences; Elementary Education; *Entomology; Environmental Education; Habitats; Resource Materials; *Science Activities; *Science and Society; Scientific Concepts; Wildlife
IDENTIFIERS- *Insects; Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. Contents are organized into the following sections: (1) "What Makes an Insect an Insect?," including information and activities on how insects are classified, how they are different from other animals, and the main characteristics of the insect group; (2) "Growing Up," offering information and activities on metamorphosis--the life stages that insects pass through; (3) "Finding a Place to Live," providing information and activities on insect habitats and microhabitats--what they are and why they are so important to insects and all animals; (4) "Staying Alive," providing information and activities on how insects are adapted to survive; (5) "People and Insects," including information and

Methods
This document summarizes sound ideas for teaching science, including developing thematic units of study; integrating subject matter; conducting embedded, ongoing assessments; using student input constructively; and grounding instruction in reliable learning theories. Four philosophies of education are mentioned to help in designing a science curriculum. Finally, two principles of learning are discussed and recommended for use when teaching science. (WRM)

ED 436 362 SE 061 895

Butts, Judith L.
A Comparison of Traditional Science Instruction to Hands-On Science Instruction.
PUB DATE- 98
NOTE- 62p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Achievement Gains; *Hands on Science; High Schools; Inquiry; *Instructional Effectiveness; Instructional Innovation; *Science Instruction; Teaching Methods

This report describes a comparison of two methods of instruction, traditional and hands-on science on students' achievement in science. The study included 40 students (most in ninth grade) at a rural high school in West Virginia. Findings indicate that hands-on instruction in science resulted in greater achievement than traditional instructional methods. (Contains 44 references.) (WRM)

ED 436 363 SE 061 896

Davis, Brenda M.
Middle School Algebra: Variables for Success.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Cognitive Processes; Elementary Secondary Education; *Mathematics Instruction; *Metacognition; Middle Schools; Relevance (Education); Teaching Methods

Middle school algebra classes were observed to examine the multiple variables interacting in learning of algebra. Middle school algebra classes were especially informative because of the significant impact of the students' cognitive development transitions from concrete to formal operations. The National Council of Teachers of Mathematics (1989) informed much of the instructional practices in those classes observed. In contrast to much of the literature (i.e., Dickey, 1997), these teachers were effectively implementing developmentally appropriate and challenging algebra instruction. However, teachers acknowledged some challenges in meeting some of the NCTM standards such as use of real-life examples. Some suggestions were offered in this area as well as some recommendations to enhance metacognition in the middle school classes. (Contains 13 references.) (Author)

ED 436 364 SE 061 921

Rochowicz, John A.
Some Personal Experiences and Reflections on Technology Use in Applied Mathematics.

Disabilities; Manipulative Materials; *Mathematics Curriculum; *Mathematics Instruction; *Parent Participation; Teacher Education

Student scores on the Woodcock-Johnson Achievement Test showed four years of declining scores. Data collected from a teacher pre-questionnaire indicated problems in the areas: elementary mathematics curriculum, the curriculum adoption process, training of teachers in using purchased texts and manipulatives, confidence of teachers in utilizing methods which meet student needs, knowledge of teachers in using computer software and supplementary materials, and parental support of the mathematics program. The elements of the mathematics program that were affected were the adoption of elementary curriculum materials that met student needs in terms of reading level, computation, and problem solving, teacher training in using purchased texts and manipulatives, teacher training in methods of teaching mathematics, teacher training in using computer software and supplementary materials, and programs to increase parental involvement in mathematics. Achievement performance increased following the implementation as measured by the Woodcock-Johnson Achievement Test. The teacher post-questionnaire showed that objectives were met in the following areas: elementary curriculum, sufficiency of curriculum materials to compare and to pilot, teacher confidence in the curriculum review process, the training of teachers in using purchased texts and manipulatives, and the knowledge of staff in using supplementary materials. The teacher post-questionnaire showed improvements in the following areas: the time taken to evaluate curriculum materials, the confidence of teachers in the ability of their teaching methods to meet student needs, the knowledge of teachers in using computer software, and parental support of the mathematics program. (Contains 59 references.) (Author)

ED 436 388　　　SE 062 553

Moldavan, Carla; Walker, Hannah
Survey of 1987-1998 Berry College Mathematics Education Graduates.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Change; *Job Satisfaction; *Mathematics Education; *Mathematics Teachers; Secondary Education

This paper reports the findings of a research project that aims to get an indicator of why Berry College (Georgia) graduates remain in the teaching profession. A questionnaire was mailed to 39 alumni who had received degrees enabling them to be certified to teach secondary school mathematics. The letter mailed to the graduates cited three areas of interest: teacher attrition, teacher induction, and program evaluation. The first area of interest poses the question of whether Berry mathematics education graduates remain in the teaching profession longer than the averages indicated by other studies. A second arena in which the alumni were able to share information was in disclosing what they would feel to be useful advice to first-year teachers. Also, alumni input was an important part of the on-going process of developing college programs that are in touch with the reality of today's classrooms. Respondents mention some of the factors that cause teachers to leave or think of leaving the profession which include lack of administration support and financial

DESCRIPTORS- *Cooperative Learning; Educational Assessment; Educational Change; Educational Innovation; *Environmental Education; Evaluation Methods; Higher Education; Interdisciplinary Approach; *Nonmajors; Problem Solving; *Science Education; Student Attitudes; Teaching Methods

This study examines undergraduate non-science majors' perceptions of a cooperative-collaborative science pedagogy employed in a course on global change that was one course in a pilot project of a newly-designed environmental science program. Non-traditional evaluation tools such as portfolios, focus groups, group assessments, and self-assessments were employed in the course. This paper describes how research led to practical pedagogical applications in developing and assessing students' environmental science knowledge, applying science content to non-science majors' career goals, and promoting problem-solving skills in collaborative contexts. (Contains 45 references.) (WRM)

ED 436 413 SE 062 994

Barber, Jacqueline; Beals, Kevin; Bergman, Lincoln
Dry Ice Investigations for Grades 6-8. LHS GEMS Teacher's Guide.
PUB DATE- 99
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Inquiry; Integrated Activities; Intermediate Grades; Junior High Schools; Laboratory Experiments; *Science Activities; Science Equipment; *Science Process Skills; Scientific Concepts; *Scientific Methodology; Scientific Principles
IDENTIFIERS- Carbon Dioxide; *Dry Ice; Gases

This curriculum unit revolves around the intriguing nature of dry ice and the incessant curiosity it provokes in all those who have the opportunity to interact with it. The activities featured in this book guide students toward being able to conduct their own independent scientific inquiry while presenting strong scientific content. Activities included in these materials are organized into the following categories: (1) Scientist's Mindset; (2) Systematic Observation; (3) Experimenting; and (4) Conducting Dry Ice Investigations. Information on obtaining and using dry ice and on locating related educational resources is included. (WRM)

ED 436 414 SE 062 995

Ryan, Walter F.
The Effects of Using the TI-92 Calculator To Enhance Junior High Students' Performance in and Attitude toward Geometry.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Geometry; Grade 7; *Graphing Calculators; Junior High Schools; *Mathematics Instruction; *Student Attitudes

This study extended over three months and involved 344 subjects. It compared the performance and attitudes of seventh-grade students taught geometry using the TI-92 calculator and a supplementary activity manual written to be used with the TI-92 calculator with the performance and attitudes of students using

ED 436 440   SO 030 657

Davis, Terri B.
Within These Many Lies the American One: Multiculturalism, Citizenship Training, and the Construction of an American "Paideia."
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the American Political Science Association (94th, Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; *Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; *Multicultural Education; *Nationalism

The idea of an American "paideia" (an ideal national public culture) is implicit in U.S. civic education and citizenship training. The role of schools in producing a particular type of character capable of sustaining the democratic regime has long been recognized and democratic principles have long guided civic education policy. This paper elaborates the arguments and meanings expressed through the literature on multiculturalism and argues that multiculturalism advocates a specific conception of an ideal national public culture. Two specific claims about multiculturalism are advanced. First, multiculturalism is a unique contemporary expression of a historical idea known as cultural pluralism. Second, the literature in multiculturalism contains both a unified vision of U.S. political culture and a variety of diverse theories concerning the specific political and philosophical principles to be used in constructing an ideal national political culture. The questions presented for citizenship training that derive from the debate about multiculturalism involve how a national public culture can be constructed from the diverse cultures in U.S. society and whether the U.S. "paideia" envisioned by multiculturalism is a desirable model for civic education. Includes 121 references. (LB)

ED 436 441   SO 030 706

Percoco, James; Richman, Michael
Commemorative Sculpture in the United States: A Unit of Study for Grades 8-12.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Primary Sources; Sculpture; Secondary Education; Social Studies; United States History; War
IDENTIFIERS- *Memorials; National History Standards

Using primary source documents, this teaching unit focuses on the role monuments and memorials play in the culture. Teacher background materials include a unit overview and unit context, correlation to National Standards for United States History, unit objectives, a lesson plan list, and historical background on commemorative sculpture in the United states. Six lessons include: (1) "Commemoration in the American Democracy"; (2) "An Enduring American Image--'The Minutemen'"; (3) "The American were given a geography pretest and an attitude survey. Then, "Daily Geography" was used in the classroom, and students were given two geography questions per day and allowed to use any resource. Later the class discussed the answers to each question. During this time, the regular social studies program was used. At the end of the tenth week, students were given a geography posttest and an attitude survey that assessed final knowledge in geography. In the end, no statistical difference with and without the use of "Daily Geography" was found, and attitudes did not change. The use of "Daily Geography" did not increase the students' knowledge and understanding of physical and political concepts in geography over those who do not use this program. (Contains 4 tables of data, a 19-item bibliography, and several appendixes.) (BT)

ED 436 462   SO 031 149

Hardin, Linda; Sederstrom, Chris
Improving Student Ability To Critique Art through the Development of Higher Level Thinking Skills.
PUB DATE- 99
NOTE- 82p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Art Education; Class Activities; *Critical Thinking; *Criticism; Grade 5; Intermediate Grades; *Learning Strategies; Skill Development; *Thinking Skills

A research project implemented a program to increase skills in critiquing art at the elementary level. The targeted population consisted of students in fifth grade in a lower-to-middle-class community located in western Illinois. Evidence used to support the problem's existence included the local visual art assessment test, teacher observations, and student journal entries. Analysis of probable causes revealed art specialists have not been funded by the school district for over a decade. The art presented to students at this time was not discipline-based art education and did not involve describing, analyzing, interpreting, or evaluating. These factors contributed to an inability to critically analyze artwork. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in selection of three major categories of intervention: identifying and applying elements of art and principles of design; increasing ability to perceive and respond to art; and fostering students' abilities to evaluate their own art work. The following implemented activities increased opportunities for analyzing and critiquing art: visual assessment games, reflective journaling entries, visual scanning sheets, guided discussions of artwork, and analysis of own art production. These activities improved the critiquing skills of students in the targeted classes. Post-intervention data indicated minimal increase in students' ability to describe, analyze, interpret, and evaluate artwork. The strongest improvement was in the area of evaluating artwork. (Contains 4 figures, 5 tables of data, 36 references and 10 appendixes).; also contains various appendixes.) (Author/BT)

ED 436 463   SO 031 150

Mushi, Selina L. P.
Preparing Tanzania's Young Children for the Economic World: Possibilities for Collaboration with Other Countries.

Day, Christopher, Ed.; Fernandez, Alicia, Ed.; Hauge, Trond E., Ed.; Moller, Jorunn, Ed.
The Life and Work of Teachers: International Perspectives in Changing Times.
PUB DATE- 00
NOTE- 288p.; Published by Falmer Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Role; Educational Change; Educational Quality; Educational Research; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; *Instructional Leadership; Knowledge Base for Teaching; National Curriculum; Politics of Education; Preservice Teacher Education; Principals; School Administration; *Student Teachers; Teacher Role; Teaching Conditions
IDENTIFIERS- Australia; England; Hong Kong; Norway; *Professionalism; Wales

This collection of papers links policy, school leadership, and teachers' lives, three factors that are influential in creating quality learning opportunities for students. Each chapter provides contemporary insights and represents a range of original empirical and conceptual research focusing on the ideological, social, and educational policy contexts, national and global trends and their impact upon leadership, and the quality of teachers' work in schools. There are 3 parts with 16 chapters. Part 1, "Teacher Professionalism and Conditions of Change," includes: (1) "Professional Knowledge and the Teacher's Life and Work" (Ivor Goodson); (2) "The Politics of the Secret Garden: Teachers and the School Curriculum in England and Wales" (Gary McCulloch); (3) "Changing Primary Schools in Hong Kong: Perspectives on Policy and its Impact" (Paul Morris, K. K. Chan, and Lo Mun Ling); (4) "Educational Researchers: Living with a Lesser Form of Knowledge" (David F. Labaree); and (5) "Rethinking the Practice of Teacher Professionalism" (Judyth Sachs). Part 2, "The Lives and Work of Teachers," includes: (6) "Multiple Truths and Contested Realities: The Changing Faces of Teacher Professionalism in England" (Gill Helsby); (7) "Stories of Change and Professional Development: The Costs of Commitment" (Christopher Day); (8) "The New Work Order and Australian Schools" (Shirley Grundy and Stewart Bonser); (9) "Working-Time Blues: How Norwegian Teachers Experience Restructuring in Education" (Kirsti Klette); and (10) "Student Teachers' Struggle in Becoming Professionals: Hopes and Dilemmas in Teacher Education" (Trond E. Hauge). Part 3, "Dilemmas of School Leadership," includes: (11) "Rethinking the Work of Teachers and School Leaders in an Age of Change" (Ibrahim Bajunid); (12) "Steering In and Steering Of the School" (Gunnar Berg); (13) "School Principals in Transition: Conflicting Expectations, Demands, and Desires" (Jorunn Moller); (14) "Preparing for External Inspection: School Leadership as a Continuing Project in Identity Construction" (Colin Biott and Franz Rauch); (15) "Leadership in an Era of Change: Breaking Down the Barriers of the Culture of Teaching" (Alicia Fernandez); and (16) "Reinventing School Leadership for Lasting Reform in the Third Millennium" (Brian J. Caldwell). (Each paper contains references.) (SM)

ED 436 484 SP 038 872

Winter, Paul A.; Keedy, John L.; Newton, Rose Mary
Teacher Service on School Councils: Are Teachers Attracted to the Accountability of School-Based Decision Making?
PUB DATE- 99

preservice teachers were significantly below average. The knowledge levels of teacher educators were almost average. This indicates that both teacher educators and preservice teachers need to increase their multicultural knowledge levels. (Contains 23 references.) (SM)

ED 436 503 SP 038 894

Davis, Douglas R.; Ellett, Chad D.; Rugutt, John K.
School Level Differences in Teachers' Perceptions of Multiple Dimensions of School Culture.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *School Culture; *Teacher Attitudes; Teachers; Urban Schools
IDENTIFIERS- Professionalism

These two studies explored variations in teachers' perceptions of dimensions of school culture reflecting norms of professionalism in three different school settings. The studies examined underlying dimensions of school culture associated with context factors in elementary, middle, and high schools. Researchers used the Revised School Culture Elements Questionnaire (RSCEQ), which examined actual and preferred features of school culture. In the first study, over 3,000 teachers in 80 urban schools completed the RSCEQ. In the second study, over 1,300 teachers completed the RSCEQ. Researchers analyzed the data from the two studies differently. Results indicated that the RSCEQ is useful in measuring multiple dimensions of school culture. The results show that multiple dimensions of school culture grounded in norms of professionalism can be identified and measured with reasonable reliability. The studies found somewhat dissimilar factor structures for the RSCEQ in the three different school levels and somewhat different operational definitions of these dimensions within school-level contexts. Two appendixes present RSCEQ items for study one and conceptual definitions and items operationalizing each RSCEQ dimension from factor analyses completed in study two. (Contains 32 references.) (SM)

ED 436 504 SP 038 895

Bridges, Tricia; Dilworth, Reuben; Amos, Arlene
A Partnership To Create Successful Subject Area Curriculum and Build Effective Professional Development. A Report of the Effectiveness of the Professional Development Series as Perceived by the Teacher Participants.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; *Partnerships in Education; Preservice Teacher Education; Program Development; Program Evaluation; Public Schools; Student Evaluation; Teacher Improvement
IDENTIFIERS- Mississippi State University

A Comparative Study of Academic Curriculum, Teacher Collaboration, and Discipline Policy among Selected Elementary Schools and Secondary Schools in the State of Alabama.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Administrator Attitudes; *Curriculum; *Discipline; Elementary Secondary Education; Principals; *School Effectiveness; *School Policy; Teacher Attitudes; *Teacher Collaboration; Teachers
IDENTIFIERS- Alabama

This study investigated whether selected elementary teachers, secondary teachers, and administrators felt that their schools and school systems were implementing effective school components within the overall curricula. The major effective school components were academics, teacher collaboration, and discipline policy. The 116 respondents completed a survey that focused on those three components. Each survey included six primary questions related to the effective school setting. Data analysis indicated that 50 percent or more of the respondents perceived that their school systems were creating effective school programs and implementing them at all levels. Most did not differ greatly in their opinions concerning effective school programs within their school systems. Respondents reported that school systems were implementing effective school programs at all levels. They believed that their school systems were striving to create effective school programs with autonomy and teacher involvement in educational decisions as well as expectations that all students can achieve at high levels. Most respondents felt their school systems had effective curricula in place to address the diverse needs of students. Respondents indicated that teacher collaboration within the schools and school systems does occur, though not always appropriately. Effective discipline policies were in place in the schools and involved input from teachers, students, and the community. (Contains 37 references.) (SM)

ED 436 524 SP 038 915

Sultana, Qaisar; Klecker, Beverly M.
Evaluation of First-Year Teachers' Lesson Objectives by Bloom's Taxonomy.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Cognitive Ability; *Cognitive Processes; Elementary Secondary Education; *Lesson Plans; *Thinking Skills
IDENTIFIERS- Blooms Taxonomy; *Cognitive Level; Kentucky

This study examined the lesson plans of 67 teacher interns in Kentucky to determine whether their lesson objectives were concentrated to develop higher order thinking in their students. Copies of the first lesson plans submitted by first-year teachers in one large Kentucky school system for a 3-year

1 teachers, 34 Year-5 teachers, 12 focus teachers, and 15 principals. Questionnaire responses reveal that the general feeling in schools about First Steps is positive, and that its teaching strategies and materials have been well received. Principals felt that the First Steps focus teachers were very helpful in introducing First Steps into the schools, and that the professional development provided by the First Steps program was very helpful also. Principals and teachers thought that one of the major achievements in First Steps schools was the improved performance of students, and another was improved teaching skills. First Steps was particularly well-regarded in schools that had been involved with the program for more than a year. Two appendixes present response rates to the questionnaires and the texts of the questionnaires for principals, focus teachers, and teachers in First Steps and other schools. (Contains 14 exhibits and 7 references.) (SLD)

ED 436 543 TM 028 168

Empirical Validation of the First Steps Reading Continuum.
SPONS. AGENCY- Western Australia Ministry of Education, Perth. Curriculum Development Branch.
PUB DATE- 93
NOTE- 75p.; For related "First Steps" documents, see TM 028 165-170 and TM 028 176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Developmental Stages; Elementary Education; Elementary School Students; *Elementary School Teachers; Foreign Countries; High Risk Students; *Literacy; Program Evaluation; *Reading Achievement; *Teacher Attitudes
IDENTIFIERS- Australia (Western Australia); *Continuum Models; *First Steps Program (Australia); Impact Evaluation

First Steps is a program instituted by the Western Australia Ministry of Education to improve the literacy and numeracy of primary school students, particularly those at risk of academic failure. First Steps is organized around reading, writing, spelling, and oral language; children's skills are organized along developmental continua. These continua are an ordered series of statements describing behaviors children exhibit as they develop literacy skills. This report studies the Reading Developmental Continuum empirically and presents the responses of classroom teachers toward the continuum. Data for the validation of the continuum were provided by teachers of kindergarten, and Years 1, 3, 5, and 7 from a sample of Western Australia schools. Useable data were provided by 36 teachers, each of whom evaluated the position of up to 10 students in their class according to the continuum. Teachers also responded to questions about the indicators for the continuum. Overall, there was a high level of understanding of the indicators. The Reading Development Continuum was thought to depict the order of development of literacy accurately, with two problem areas identified: (1) there was overlap in the estimated difficulty of indicators in the Role Play and Experimental phases; and (2) the key indicators of the Role Play Phase were deemed more difficult than those for the developmentally later Experimental Phase. Teachers also reported that the First Steps continua were either helpful or very helpful to them. Four appendixes contain additional data about teacher responses to the indicators of the continuum and the teacher questionnaire. (Contains 12 exhibits and 6 references.) (SLD)

ED 436 544 TM 028 169

NOTE- 80p.; For related documents, see TM 030 426-428.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Expository Writing; Grade 8; *Junior High School Students; Junior High Schools; Persuasive Discourse; Program Descriptions; Scoring; *Test Coaching; Test Results; *Writing Tests
IDENTIFIERS- *Florida Statewide Assessment Program

This report is designed for educators who are involved in teaching, developing, or evaluating curriculum in the middle and junior high schools. It describes the content and application of Florida's eighth grade writing test, and it offers suggestions that might be helpful in preparing students for the assessment. The 1990 Florida legislature mandated the assessment of student writing at grades 4, 8, and 10. Within each classroom, students are randomly assigned one of two writing prompts. Eighth graders respond to a prompt that asks them to explain something (expository writing) or persuade (persuasive writing). Students are asked to plan their responses and write them within 45 minutes. The report is divided into these sections: (1) "What Is Effective Writing?"; (2) "The Florida Writing Assessment Program"; (3) "Scoring Method and Rubric Used in 1999"; (4) "Expository Responses from the 1999 Assessment"; and (5) "Persuasive Responses from the 1999 Assessment." The expository and persuasive responses contain actual samples of student essays from the test. Eight appendixes contain supplemental information about the assessment and 43 recommended readings for educators. (SLD)

ED 436 566 TM 030 428

Florida Writes! Report on the 1999 Assessment, Grade 10. Florida Writing Assessment Program.
PUB DATE- 99
NOTE- 80p.; For related documents, see TM 030 426-427.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Expository Writing; Grade 10; *High School Students; High Schools; Persuasive Discourse; Program Descriptions; Scoring; *Test Coaching; Test Results; *Writing Tests
IDENTIFIERS- *Florida Statewide Assessment Program

This report is designed for educators who are involved in teaching, developing, or evaluating curriculum in Florida's high schools. It describes the content and application of Florida's 10th grade writing test, and it offers suggestions that might be helpful in preparing students for the assessment. The 1990 Florida legislature mandated the assessment of student writing at grades 4, 8, and 10. Within each classroom, students are randomly assigned one of two writing prompts. Tenth graders respond to a prompt that asks them to explain something (expository writing) or persuade (persuasive writing). Students are asked to plan their responses and write them within 45 minutes. The report is divided into these sections: (1) "What Is Effective Writing?"; (2) "The Florida Writing Assessment Program"; (3) "Scoring Method and Rubric Used in 1999"; (4) "Expository Responses from the 1999 Assessment"; and (5) "Persuasive Responses from the 1999 Assessment." The expository and persuasive responses contain actual samples of student essays from the test. Eight appendixes contain supplemental

IDENTIFIERS- Florida; *Florida Comprehensive Assessment Test
In 1999, the Florida Comprehensive Assessment Test (FCAT) was administered to students in grades 4, 5, 8, and 10 to assess student achievement of the Sunshine State Standards in reading and mathematics as mandated by the Florida legislature. This report informs administrators, legislators, and the general public about the reading and mathematics assessment results. This report presents the results for the 120,342 10th graders taking the standard curriculum. In grade 10, students take the FCAT in both mathematics and reading. The percentages of students scoring at each of five achievement levels are reported for schools, districts, and the state in table form. A booklet summarizing information about the FCAT and presenting sample questions is appended. (Contains three sets of tables.) (SLD)

ED 436 589 TM 030 452

Cicchinelli, Louis F.; Barley, Zoe
Evaluating for Success. Comprehensive School Reform: An Evaluation Guide for Districts and Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Demonstration Programs; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Federal Aid; *Program Evaluation; *School Districts; School Restructuring
IDENTIFIERS- *Reform Efforts
This guide is designed to help districts and schools, participating in the federally sponsored Comprehensive School Reform Demonstration Program, meet the evaluation requirements of the program as well as their own needs for useful evaluation information. Much of the information is applicable to any local jurisdiction engaged in school reform that wants to know how its initiatives are working and the changes needed to improve them. The guide presents a five-stage evaluation process which organizes the array of evaluation activities into clusters that are consistent in timing and purpose. The five stages are: (1) planning the evaluation; (2) designing the evaluation; (3) conducting the evaluation; (4) reporting the findings; and (5) encouraging use of the findings. Each chapter focuses on one stage of the evaluation. The appendix contains blank worksheets for use in the evaluation process. (Contains 2 figures, 3 tables, 8 exhibits, and 18 references.) (SLD)

ED 436 590 TM 030 453

Beerens, Daniel R.
Evaluating Teachers for Professional Growth: Creating a Culture of Motivation and Learning.
PUB DATE- 00
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

DESCRIPTORS- Adolescents; *Cultural Differences; Foreign Countries; *Hmong People; *Immigrants; Immigration; *Personal Narratives; *Refugees; Vietnamese People

Narratives of Hmong immigrants tell about their lives before they came to the United States and what their lives have become after their arrival. The book is based on interviews with 53 Hmong immigrants, although not all are included in their entirety. The chapters are: (1) "The Village"; (2) "The Escape"; (3) "The Camp"; (4) "To a Promised Land"; (5) "Shamanism, Christianity, and Modern Medicine"; (5) "Women and Men"; (6) "Battles between the Generations"; (7) "Gangs"; (8) "Being American"; (9) "Another Personal Story"; and (10) "Ghie." (Contains 38 references.) (SLD)

ED 436 612   UD 033 217

Homeless in America: A Children's Story. Part One.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Disadvantaged Youth; *Homeless People; Low Income Groups; *Poverty; Tables (Data); Trend Analysis; Urban Problems; *Urban Youth

In the early part of 1999, the Institute for Children and Poverty surveyed almost 2,000 families with more than 4,000 children in 24 locations to assess the state of homeless children across the United States. This report tells their story. Families account for almost 40% of U.S. homeless people, and in some cities that percentage is even higher. Homeless families with children are also the fastest growing segment of the population. In New York City, family homelessness has increased 500% over the past two decades, and in Denver, Colorado, the number of homeless children rose over 300%. The demand for emergency shelter has increased 50% overall since 1995, and 15% in the last year alone. The number of homeless children is higher than at any other time since the Depression. An appendix contains tables of data about homeless children in the United States and 24 urban areas and states. (Contains 15 figures and 43 tables.) (SLD)

ED 436 613   UD 033 218

Urban Youth Workers Resource Directory.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; Blacks; Church Programs; Church Workers; Religion; Urban Areas; *Urban Youth; Youth Agencies; Youth Leaders; *Youth Programs
IDENTIFIERS- African Americans; *Youth Ministers

This publication presents an annotated list of books, videotapes, magazines, journals, conferences, training opportunities, and organizations related to the topic of urban youth ministry. Resources specifically geared toward urban youth ministry are marked. For each listing, the publication provides the name, contact person, address and telephone number (when possible), and description. (SM)

ED 436 614   UD 033 219

November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Age Differences; Age Groups; *Children; Cohort Analysis; Interviews; *Play; *Pretend Play; Social Change; Surveys

This descriptive study examined differences in childhood play across three generations, focusing on kind of play, time of play, and the place play occurred. Participating in the study were 100 persons randomly selected from an initial sample of 165, with 20 subjects from each of 5 age groups: 5 to 12 years; 13 to 20; 21 to 40; 41 to 65; and older than 65 years. The study population lived primarily in urban communities in upper East Tennessee. Data were collected by means of interviews and a 28-item written survey (conducted orally for those who for age, health, or physical handicap reasons could not complete the written survey). Findings revealed that respondents over 65 years had less experience in play with board games, puzzles, and hobbies than other age groups. Childhood play with electronic toys/games was more common with the 5-12 year group than with other groups. Childhood play with parents was most prevalent among the 13-20 year group. Childhood pretend play had the highest score among the participants over 65 years of age. The two oldest age groups were more likely to have limited time for play than younger age groups. The respondents over 65 had the highest response to outdoor play, and the 5-12 year group had the highest response to indoor play. The degree of change appeared to be related to geographical location and family structure during childhood. Also implied was a relationship between play changes, historical events, and shifts in societal pressure. (KB)

ED 436 302 PS 028 167

Kariuki, Patrick; Nash, Joanna
The Relationship between Multiple School Transfers during Elementary Years and Student Achievement.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Family Mobility; *Middle School Students; Middle Schools; *Student Mobility; *Transfer Students; *Transient Children

This study examined the relationship between multiple school transfers during elementary school and student academic achievement. Participating in the study were 105 sixth graders enrolled in a northeast Tennessee middle school. Data were collected by means of examination of school records to determine student mobility, and student scores on the Terra Nova Achievement Test (language, reading, mathematics, and overall composite). Four groups of students were identified: (1) 30 students randomly selected from the group of students who had transferred one time or not at all during the elementary school years; (2) 30 students randomly selected from those who had moved twice; (3) 17 students who had moved 3 times; and (4) 28 students who had moved more than 3 times. The findings revealed a significant correlation between multiple the American Camping Association (ACA) is the largest organization serving the organized camping industry. Over 5,500 members come from all segments of the camp profession. This annual report for 1999 describes ACA activities in support of organizational commitments. These commitments (and associated activities) include: (1) increasing the credibility of the association and its members (lobbying and coalition building related to legislation affecting camps, research on the benefits of camping for children, partnerships with allied organizations); (2) providing professional education (training, networking, developing training resources); (3) enriching the lives of children (increasing camp experiences for low-income children, providing positive environments for youth development); (4) spreading the word (public relations via mass media, an interactive Web site, and free publications); (5) making a camp experience a reality for all through inclusive practices and special programs; (6) promoting best practices and quality programs through ACA accreditation standards (revised in 1998); and (7) preserving organized camping in the 21st century (creation of a resource development committee, reorganization of the national staff). Also included are lists of contributors, national and sectional boards of directors, financial statements, and photographs. (SU)

ED 436 322 RC 022 151

Southern Rural Development Center Year in Review, 1998-1999.
PUB DATE- 99
NOTE- 32p.; Some colored pages may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Development; Higher Education; Human Capital; *Information Dissemination; Information Networks; *Land Grant Universities; Publications; Research; *Rural Development; *Rural Extension; *Training
IDENTIFIERS- Capacity Building; *Southern Rural Development Center MS; United States (South); Welfare Reform

The Southern Rural Development Center (SRDC) is one of four regional rural development centers in the nation. SRDC coordinates rural development research and extension education programs cooperatively with the 29 land-grant institutions in 13 Southern states, Puerto Rico, and the Virgin Islands. This annual report outlines activities undertaken by SRDC from October 1998 through September 1999 in support of five major priorities: (1) strengthen and support the capacity of Southern land-grant institutions and their partners to conduct rural development research and outreach education programming; (2) enhance the economic, environmental, and social well-being of rural people and communities; (3) strengthen the human capital resources of the region's rural communities; (4) improve rural Southerners' access to vital community services; and (5) enhance the capacity of rural people and communities to carry out their expanded responsibilities in the design, management, and financing of government programs. Specific goals and related activities are described for each priority area. Types of activities include information dissemination through publications, a Web site, and news releases; training for community leaders, youth, and professionals; research; conferences; and development of partnerships and information networks. A final section lists conferences, formal staff presentations, publications, SRDC partners, members of the board of directors and the technical advisory committee, and activities on how insects influence our lives; (6) "Crafty Corner," offering ideas for art projects; and (7) Appendix, featuring questions, a glossary, and bibliographic information. (WRM)

ED 436 340 SE 060 995

Braus, Judy, Ed.
Digging into Dinosaurs.
PUB DATE- 89
NOTE- 64p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Biological Sciences; *Dinosaurs; Elementary Education; Environmental Education; Habitats; *Paleontology; Resource Materials; *Science Activities; Scientific Concepts
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. Contents are organized into the following sections: (1) "What Makes a Dinosaur a Dinosaur?," including information and activities on how dinosaurs are classified, how they compare to other animals, how they are named, and how they vary in size; (2) "Growing Up and Staying Alive," providing information and activities on how the dinosaurs lived and how they were adapted to survive; (3) "When the Dinosaurs Lived," offering information and activities on the history of the earth and what life was like during the Age of Dinosaurs; (4) "Clues from the Past," including information and activities on how paleontologists solve dinosaur mysteries using fossil clues; (5) "A Creative Look at Dinosaurs," providing information and activities on ways to use dinosaurs in art, music, writing, and other creative mediums; (6) "Crafty Corner," offering ideas for art projects; and (7) "Appendix," featuring questions, a glossary, and bibliographic information. (WRM)

ED 436 341 SE 060 998

Braus, Judy, Ed.
Birds, Birds, Birds!
PUB DATE- 92
NOTE- 64p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Biological Sciences; *Birds; Elementary Education; Environmental Education; Habitats; *Ornithology; Resource Materials; *Science Activities; *Science and Society; Scientific Concepts; Wildlife
IDENTIFIERS- Nature

PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Education; Computer Software; *Computer Uses in Education; Educational Technology; Higher Education; *Instructional Materials; Mathematics Activities; *Mathematics Instruction; Physics; Science Education; *Spreadsheets; Teaching Methods

College courses that are taught without any technology are part of the past. With software that can do almost any mathematics including calculus, traditional teaching, with the instructor as all-knowing, is obsolete. In this paper, a comparison is made between business mathematics courses and general physics courses taught at a small private liberal arts college in Pennsylvania. Students in both kinds of courses realize the need for technology use in doing and interacting with mathematics. The value of knowing how to do mathematics with and without technology is fundamental to a fuller understanding of mathematical concepts. For schools that have limited budgets, small mathematics departments, or both, spreadsheets are favorable technological tools. Spreadsheets can be used for many of the mathematical concepts taught in business mathematics and general physics courses. A number of activities and learning outcomes that result from the use of spreadsheets are described. (Author)

ED 436 365 SE 062 001

Sardilli, Stefanie Lynn
The Use of a Web Site To Disperse Information on Discovery-Based Learning in Elementary Science Education.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Discovery Learning; Educational Benefits; Elementary Secondary Education; Inquiry; Learning Strategies; Learning Theories; Science Education History; *Science Instruction; *Science Process Skills; Teacher Attitudes; Teaching Methods; World Wide Web
IDENTIFIERS- *Web sites

This paper reviews the literature supporting a discovery- or inquiry-based learning approach to science and describes its benefits for students and teachers. The creation and evaluation of a website related to discovery-based learning is also described. (Contains 20 references.) (WRM)

ED 436 366 SE 062 003

Ediger, Marlow
Organizational Structures in Mathematics.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

considerations. They admonish other teachers to find a mentor and to ask questions. The alumni have very positive opinions of their mathematics education program at Berry. Appendices include the survey and survey responses. (ASK)

ED 436 389   SE 062 590

Webber, Bev, Comp.
Mathematics Teaching: Where Are We at? NZCER Mathematics Seminar Proceedings (May 1998).
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Influences; Elementary Secondary Education; Evaluation; Foreign Countries; *Mathematics Instruction; Multiplication; *Number Concepts
IDENTIFIERS- New Zealand

This publication contains the conference proceedings of the New Zealand Council for Educational Research's (NZCER) mathematics seminar in 1998. Practical insights are offered into topics such as Maori students' participation and performance in mathematics, a conceptual development for multiplication using thinking strategies, practical processes for developing number sense, and using the Assessment Resource Banks in mathematics to help teaching and learning. This publication contains these major papers: (1) "Mathematics Education in New Zealand: Have We Failed Our Maori Students?" (Megan Clark); (2) "A Conceptual Development for Multiplication: Thinking Strategies in Place of Table Memorisation" (George Booker); (3) "Promoting Number Sense Rather Than Simply Providing Number Skills" (George Booker); and (4) "Assessment Resource Banks in Mathematics: How Can Testing Help Teaching and Learning?" (W. Alex Neill). (Each paper contains references.) (ASK)

ED 436 390   SE 062 631

Kindlund, Rod, Comp.; Boshart, Tihisia, Comp.
Conservation Education Outreach Program Accomplishment Report, 1998.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation Education; Environmental Education; *Forestry Aides; *Forestry Occupations; Higher Education; Internship Programs; Land Use; Natural Resources; Science Education

In 1992, Elaine McKinney and six college interns set into motion an experiment in human relations at the Forest Service's Northeast Area and Station Headquarters in Radnor, PA. The program provides basic conservation education to urban youth who may never have been exposed to the concepts of conservation, recycling, or forest management. This report represents the experiences of the 15 interns and five supervisors in the 1998 Conservation Education Outreach Program. Also, the Northeastern Area Station and the Southern Research Station Programs (in Asheville and Huntsville, Alabama) are described and evaluated. (Contains 11 references.) (CCM) the traditional approach. On a comprehensive common post study geometry examination, the students who were taught geometry using the TI-92 calculator had significantly higher scores than those taught by traditional means. The students who were taught geometry using the TI-92 calculator had a significantly more positive attitude toward the study of geometry than students taught by traditional means. (Contains 14 references.) (Author/WRM)

ED 436 415 SE 062 996

Johnson, Art
Famous Problems and Their Mathematicians.
PUB DATE- 99
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; *Mathematicians; *Mathematics Activities; Mathematics History; Mathematics Instruction; Middle Schools; *Problem Solving; Relevance (Education); *Word Problems (Mathematics)

Beginning with more than 60 mathematics problems commonly taught in middle and high school, this book shares the excitement and mystery of mathematics, shows students how 60 mathematicians discovered mathematical solutions, and demonstrates how these discoveries can be applied to everyday situations. Each chapter presents the historical background of a mathematician or problem along with a student activity based on the problem and its solution. These lessons are easily incorporated into the curriculum as an introduction to a math concept, a homework piece, or an extra challenge. Teacher notes and suggestions for the classroom are followed by extension problems and additional background material. (ASK)

ED 436 416 SE 062 997

The Phenomenal World of Physics. CD-ROM . The Science Club. Ages 10-14.
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Computer Software; Computer Uses in Education; Elementary Secondary Education; Foreign Countries; Optical Disks; *Physics; Relevance (Education); *Science Activities; Science Instruction

This CD-ROM allows students to learn about physics principles and the scientists who discovered them through genius or luck. The simplicity of these physical laws and how the discovery of these laws has improved the daily lives of humans is discussed. The computer program explores the physics behind the earth's rotation, Archimedes' Principles, and the interaction of air and water. (ASK)

ED 436 417 SE 062 998

The Archaeological Detective CD-ROM .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English

Pantheon"; (4) "Icons of the West"; (5) "Soldiers of the Civil War"; and (6) "The Creation of a National Shrine--The Lincoln Memorial." Each lesson includes a variety of ideas and approaches for implementation, student resources in the form of primary source documents, handouts, and a bibliography. (MM)

ED 436 442 SO 030 708

Wong, Vivian Wu; Matsusaka, Yoshihisa Tak
Early Chinese Immigration and the Process of Exclusion. A Unit of Study for Grades 8-12.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Chinese; *Chinese Americans; Cultural Isolation; Discriminatory Legislation; Foreign Countries; Immigrants; *Primary Sources; Secondary Education; Social Attitudes; *Social Discrimination; Social Studies; United States History
IDENTIFIERS- China; National History Standards

Using primary source documents, this teaching unit focuses on the problems Chinese immigrants had in the United States during the late 19th century. Each of three lessons presents issues regarding the decision of Chinese immigrants to come to the United States and their subsequent exclusion from and struggles to assimilate into the U.S. society. The unit offers a unit overview, unit context, correlation to National Standards for U.S. History, unit objectives, a lesson plan list, and a historical background of Chinese immigration and the process of exclusion. Lessons are: (1) "Making a Choice"; (2) "Debating Exclusion"; and (3) "Struggling to Survive." Each lesson includes a variety of ideas and approaches for implementation, student resources in the form of primary source documents, handouts, and a bibliography. (MM)

ED 436 443 SO 030 709

Leighow, Susan; Sterner-Hine, Rita
The Antebellum Women's Movement, 1820 to 1860. A Unit of Study for Grades 8-11.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Activism; Consciousness Raising; *Females; Feminism; Instructional Materials; Political Attitudes; *Primary Sources; Secondary Education; Social Attitudes; Social Change; *Social Discrimination; Social Studies; United States History; Womens Studies
IDENTIFIERS- Abolitionism; *Antebellum Period (United States); Anthony (Susan B); National History Standards; Stanton (Elizabeth Cady); Temperance Movement; Womens History

Using primary source documents, this teaching unit focuses on changing women's roles, growing awareness of gender inequities, and activist responses to these conditions in the United States between 1820 and 1860. Teacher background materials include a unit overview, correlation to National Standards for United States History, unit objectives, a lesson plan list, and an

PUB DATE- 99
NOTE- 19p.; Paper presented at the "Tanzania: Towards a New Millennium" Conference (Washington, DC, August 6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Early Childhood Education; *Economics; Educational Practices; Educational Research; Foreign Countries; International Cooperation; Learning Strategies; Socialization; *Young Children
IDENTIFIERS- *Economic Awareness; *Tanzania

This paper is a critical analysis of the role of the Tanzanian education system in enhancing young children's awareness of economic aspects around them. The major factors the paper considers are: the poverty of the country; the prominence of the education system as a socializing agent for children; the aim of early education in Tanzania; and young children's experiences of economic nature within their environments. Analysis reveals that young children in Tanzania encounter various aspects of economic nature at home, at school, and in their communities on a daily basis. Findings suggest that since the education system is the major vehicle for children's socialization outside the home and since formal learning takes place mostly in school, economic awareness can be enhanced within the school system. The paper proposes some strategies for enhancing young children's awareness of the economic world around them. The strategies are: developing a culture for trade, reexamining gender roles, examining economic barriers facing children, and incorporating some aspects of foreign trade in children's daily activities. Contains 11 references. (Author/BT)

ED 436 464 SO 031 151

Kohler, Paula; Zumwalt, Cindy
Strategies for Infusing Gender Equity in Education in Illinois. Final Report.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; Higher Education; *Sex Bias; *Sex Fairness; *Sex Role; State Surveys; Strategic Planning
IDENTIFIERS- Educational Issues; *Illinois

Gender role stereotyping and gender bias limit educational choices and opportunities for students. The impact of gender role stereotyping and gender bias on teaching and counseling methodologies, educational and career choices, violence in schools, communication, and other aspects of education has not been taken routinely into consideration in developing policies, procedures, training, and technical assistance for schools. Equity concerns, however, need to be built into all educational thinking and planning to ensure educational excellence for all students. This report summarizes the problems and issues relevant to gender equity in education that the Gender Equity in Education Project Team, formed in February 1997, identified and the strategies developed to address them. Organized into four sections, the report provides an overview of the team's consensus regarding its purpose and lists the team members. The

NOTE- 35p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Dependents; Elementary Secondary Education; Instructional Leadership; Participative Decision Making; Principals; School Administration; *School Based Management; Teacher Attitudes; *Teacher Characteristics; *Teacher Empowerment; Teachers
IDENTIFIERS- *Local School Councils

This study examined teachers' attraction to school council service and factors that impacted that attraction. Participants were randomly selected public school teachers enrolled in graduate education courses at three Kentucky state universities. They performed three tasks. First, they completed a biographical form that yielded descriptive statistics and measures of seven teacher personal characteristics. Next, they read one of four content-validated versions of a formal job description for a teacher vacancy on the local school council. Each version emphasized one of two validated sets of school council job attributes (management or instructional leadership). Each of the four versions specified whether the principal was the council chair or a council member with a teacher serving as the chair. Finally, participants completed a two-item instrument that captured the degree of teacher attraction to the school council job depicted in the job description. Results indicated that teachers with greater numbers of dependent children and prior school council experience rated school council positions less favorably than did teachers with fewer dependent children and no experience on school councils. Results also revealed that the combined effects of dependent children and school council experience explained the 6.8 percent variance in teacher rating of a school council position. (Contains 56 references.) (SM)

ED 436 485 SP 038 873

Boe, Erling E.; Barkanic, Gema; Leow, Christine S.
Retention and Attrition of Teachers at the School Level: National Trends and Predictors. Data Analysis Report No. 1999-DAR1.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; National Center for Education Statistics (ED), Washington, DC.; Pennsylvania Univ., Philadelphia. Center for Research and Evaluation in Social Policy.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; *Labor Turnover; Public Schools; Tables (Data); Teacher Characteristics; Teacher Retirement; *Teacher Transfer; *Teachers; Teaching Conditions

This report contains national trend and predictor data for the attrition of teachers from public schools. Data come from three large, national probability samples of teachers taken over 6 school years between 1987 and 1995. Data are based on questionnaire reports of teachers from the Public School Teacher Questionnaires of the Schools and Staffing Surveys

The Program for Research and Evaluation of Public Schools (PREPS) is the service center component of the Center for Educational Partnerships at Mississippi State University. PREPS considers as its mission promoting growth of the whole educator and whole student through educational partnerships across Mississippi. School districts can join PREPS to receive such services as professional development sessions on instructional issues, crisis management, and program and faculty evaluation. PREPS' member districts joined forces with other Mississippi school districts to improve performance on state subject area tests, forming Teachers and Interns: Partners for Success. This paper discusses how the program was developed and describes program components, which include several professional development sessions at which teachers receive curriculum materials. Sessions are designed so teachers experience the teaching strategies as students in a simulated classroom. Sessions emphasize the need to develop reading, writing, and higher order thinking skills. One session concentrates on assessment. Between July 1998 and April 1999, 10 subject area sessions were presented to 474 teachers from 70 PREPS member districts. Evaluation of the project by participating teachers indicated that teachers considered the sessions extremely effective. (SM)

ED 436 505   SP 038 896

Calais, Gerald J.; Belk, Jo Ann; Larmon, Marilyn; Sparks, Charlie
Teaching for Transfer: Classroom Instructional Implications.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Concept Teaching; Elementary Secondary Education; Higher Education; *Knowledge Level; Skill Development; *Thinking Skills; Transfer of Training
IDENTIFIERS- *Transference

A review of the literature reveals that obstacles to the successful transfer of basic skills, knowledge, and thinking skills during classroom instructional time differ depending on which of three components of expertise is entailed: conceptual understanding, domain-specific basic skills, or domain-specific strategies. This paper focuses on conceptual understanding and transfer, conceptual knowledge and problems of activation, lateral and vertical transfer of automated basic skills, rational task analysis, and strategy transfer. Curriculum and instructional implications are also discussed. (Contains 39 references.) (Author/SM)

ED 436 506   SP 038 897

Padgett, Dara D.
Theory as Espoused and Practiced in a Technical College.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

period (1995-98) were the data source for the study. Two researchers categorized the data into cognitive levels using B. Bloom's taxonomy. Data analysis found that 41.3 percent of the new teachers' lesson objectives were at the knowledge level, the lowest cognitive level. Only 3.2 percent of the teachers' lesson objectives were at the highest level, evaluation. About 19 percent of the objectives were at the comprehension level, the second lowest level of the taxonomy. The third lowest level of the hierarchy, application, was at 16.7 percent. The next level of the taxonomy, analysis, was at 10.3 percent. The remaining 9.5 percent of the objectives were at the synthesis level, which is the second highest level of the hierarchy. The data from this study indicated that the first-year teachers in this school district were aiming their teaching primarily at the lowest cognitive level. The importance of developing higher-level thinking skills is discussed. The study points out that, in order for new teachers to be able to teach higher-order thinking skills, these skills must be developed in teacher education candidates. Two tables highlight lesson objective ratings and percentages of objectives by Bloom's taxonomy of cognitive levels. (Contains 14 references.) (Author/SM)

ED 436 525 SP 038 916

Pepper, Kaye
A Comparison of Attitudes toward Computer Use of Preservice and Inservice Teachers.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Preservice Teachers; *Student Teacher Attitudes; Teaching Methods

This study examined whether there was a difference in the attitudes toward computer use of preservice and inservice teachers. The Computer Literacy Attitude Survey, a survey which reflected attitudes toward computer use, was administered to 50 preservice teachers enrolled in a 10-week instructional technology course and 30 inservice teachers enrolled in two 10-week instructional technology courses. The courses were systematically planned to teach the use and understanding of computer technologies in an educational setting. The courses included background information about computers and hands-on experience. Participants completed the Computer Literacy Attitude Survey before the course began and again at the end of the course to determine whether a systematically designed computer course might influence their attitudes. Data analysis indicated that the course did influence the attitudes of preservice and inservice teachers. There were differences in the attitudes of the preservice and inservice teachers as they entered the classes. Preservice teachers were influenced more positively than were inservice teachers. (Contains 18 references.) (SM)

ED 436 526 SP 038 917

Rowland, Sidney; Harlan, Joan; Arnold, Mit

Empirical Re-Validation of the First Steps Spelling Continuum.
SPONS. AGENCY- Western Australia Ministry of Education, Perth. Curriculum Development Branch.
PUB DATE- 93
NOTE- 69p.; For related "First Steps" documents, see TM 028 165-170 and TM 028 176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Developmental Stages; Elementary Education; Elementary School Students; *Elementary School Teachers; Foreign Countries; High Risk Students; Kindergarten Children; *Literacy; Program Evaluation; *Spelling; *Teacher Attitudes
IDENTIFIERS- Australia (Western Australia); *Continuum Models; *First Steps Program (Australia); Impact Evaluation

First Steps is a program instituted by the Western Australia Ministry of Education to improve the literacy and numeracy of primary school students, particularly those at risk of academic failure. First Steps is organized around reading, writing, spelling, and oral language; children's skills are organized along developmental continua. These continua are an ordered series of statements describing behaviors children display as they move toward literacy. The Spelling Developmental Continuum was revised as a response to a study of teachers' responses to the wording of indicators along the continuum, and this report is an empirical validation of the changed version of the Spelling Continuum. Teachers of Kindergarten, Year 1, Year 3, Year 5, and Year 7 (n=88) provided judgments of up to 10 of their students in relation to the Spelling Continuum. Teachers also responded to questions about the indicators and the whole continuum. Overall, there was a high level of understanding of the indicators from the revised continuum. The revised continuum was thought to depict the development of children's spelling competencies validly, with the exception of two problem areas: (1) indicators in the Transitional Phase were not thought to be more difficult than the indicators in the developmentally earlier Phonetic Phase; and (2) key indicators in the Phonetic Phase were thought to be less difficult than those in the developmentally earlier Semi-Phonetic Phase. The revised continuum was thought to be more coherent with more clearly delineated steps than the original version. Four appendixes contain codes for the indicators, information on the perceived difficulty of indicators, a list of indicators not clearly understood, and a list of changes made to the previous version. (Contains 20 exhibits and 6 references.) (SLD)

ED 436 545 TM 028 170

Assessment and Record of the Changes Made to the Spelling Continuum.
SPONS. AGENCY- Western Australia Ministry of Education, Perth. Curriculum Development Branch.
PUB DATE- 94
NOTE- 55p.; For related "First Steps" documents, see TM 028 165-169 and TM 028 176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Child Development; *Curriculum Development; *Developmental Stages; Elementary Education; Elementary School Students; *Elementary School Teachers; Foreign Countries; High Risk Students; Item Response Theory; *Literacy; Program

information about the assessment and 43 recommended readings for educators. (SLD)

ED 436 567 TM 030 429

The High School Competency Test. October 1993 Technical Report.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Communication (Thought Transfer); *Competence; High School Students; High Schools; Mathematics Tests; *Psychometrics; Reading Tests; *School Districts; Schools; State Programs; *Test Results; Testing Programs
IDENTIFIERS- *Florida Statewide Assessment Program

Florida's High School Competency Test (HSCT) is a multiple-choice test of the application of basic academic skills to everyday life situations. The test is divided into mathematics and communications sections, with the communications section including skills in reading and writing. Passing the HSCT is a high school graduation requirement. This technical report presents background information about the HSCT and statistical data from the October 1993 administration to 11th graders. Information is provided to facilitate an evaluation of the psychometric adequacy of those results. The descriptive statistics and item discrimination indices are reported with a discussion of the validity and reliability of HSCT scores. Scoring and equating scores are discussed. Appendixes contain a summary of the skills within the HSCT and a chart of frequency and percentage distributions for the HSCT scores. (Contains 10 tables, 1 figure, and 10 references.) (SLD)

ED 436 568 TM 030 430

High School Competency Test. State, District, and School Report of Statewide Assessment Results. October 1998 Administration, Grade 11.
PUB DATE- 99
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Communication (Thought Transfer); *Competence; Graduation Requirements; High School Students; High Schools; Mathematics Tests; Reading Tests; *School Districts; Schools; State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- *Florida Statewide Assessment Program

This document reports the levels of skill achievement by Florida students as measured by the High School Competency Test (HSCT) and explains the purpose, reporting, and use of HSCT test results. This test measures the ability of students to apply basic skills in communication and mathematics successfully in everyday life situations. Students in the 11th grade were tested on the HSCT in October 1998. Results of this assessment for the state, districts, and schools are included in this report. Results for students beyond grade 11, including adult students, are not included, but are available through the school districts. In October 1998, the test was taken by 108,694 11th grade, standard curriculum students who took the communications section and 109,315 11th graders who took the

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Constructivism (Learning); Educational Trends; Elementary Secondary Education; *Evaluation Methods; *Principals; *Professional Development; *Teacher Evaluation

This book describes effective ways for principals and teachers to work together for the teachers' growth and the ultimate benefit of students' learning. It provides a solid philosophical foundation for changes in teacher evaluation and staff development, and it analyzes past and current methods and trends in teacher evaluation. The book spells out a field-tested system that addresses the need of the principal to serve in the roles of evaluator, staff developer, instructional leader, and collaborative coach. The approach to evaluation incorporates constructivist teaching, the findings of educational research, reflective practice, and techniques for self-assessment and peer coaching and evaluation. The chapters are: (1) "More Questions than Answers"; (2) "The Significance of Teachers and the Complexity of Their Work"; (3) "Approaches to Evaluation"; (4) "Leadership, Growth, and Community"; (5) "Motivation, Learning, and Staff Development"; (6) "New Approaches to Evaluation and Staff Development"; (7) "The Growth-Focused Evaluation System"; (8) "Identifying Teacher Types"; (9) "The Need for Standards"; (10) "Structures, Processes, and Instruments for Teacher Reflection and Examination of Practice"; (11) "Reporting Teacher Evaluation and Professional Growth"; and (12) "Developing Your Own Evaluation and Professional Growth Plan: Action Steps." A resource section contains sample documents for evaluations. (Contains 24 figures, 5 tables, and 78 references.) (SLD)

ED 436 591 TM 030 454

Standards for Educational and Psychological Testing.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Testing; *Evaluation Methods; *Psychological Testing; Reliability; *Test Construction; Test Use; *Testing; Testing Problems; Validity
IDENTIFIERS- *Standards for Educational and Psychological Tests

The standards outlined in this book have been developed to provide criteria for the evaluation of tests, testing practices, and the effects of test use. The "Standards" provides a frame of reference to ensure that relevant issues are addressed. The first part of the book, "Test Construction, Evaluation, and Documentation," contains standards for validity, reliability, test development, scaling, norming, test administration, reporting, and supporting documentation for tests. The second section addresses fairness in testing, and the third section considers specific testing applications. The chapters are: (1) "Validity"; (2) "Reliability and Errors of Measurement"; (3) "Test Development and Revision"; (4) "Scales, Norms, and Score Comparability"; (5) "Test Administration, Scoring, and Reporting"; (6) "Supporting Documentation for Tests"; (7) "Fairness in Testing and Test Use"; (8) "The Rights and Responsibilities of Test Takers"; (9) "Testing Individuals of Diverse Linguistic Backgrounds"; (10) "Testing Individuals with Disabilities"; (11) "The Responsibilities of Test Users"; (12) "Psychological Testing and Assessment"; (13) "Educational

Wynne, Joan T.
The Elephant in the Living Room: Racism in School Reform.
PUB DATE- 99
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Stereotypes; *Black Students; College School Cooperation; *Educational Change; Educational Environment; Elementary Secondary Education; *Racial Bias; *Teacher Attitudes; *Teacher Expectations of Students; Teachers
IDENTIFIERS- African Americans

When serving economically disenfranchised African American children, school systems often unconsciously respond from a racist and class biased paradigm. Teachers often unconsciously operate from a framework of low expectations for these students' success. Society often supports the notion of students getting by with less because less is all the schools believe they can do. The Urban Atlanta Coalition Compact (UACC) is one current reform effort. As researchers engage with UACC schools that are struggling with ways to create better learning environments for African American children, they have observed that racism is a significant factor in the failure of schools to meet these students' academic needs. A 1997-99 research effort explored what could be done as a collaboration of schools and universities to remedy this situation. This paper discusses the early manifestations of racism encountered in the formation of the UACC project during its planning meetings with the steering committee, the boards of education, school leaders, parents, and other parties. Because of these experiences, part of the research was driven by the question of whether the prejudices, stereotypes, and misconceptions of well-intentioned educators sabotage educational reform efforts. The paper also explores reasons for the resistance of mainstream educators to discuss the impact of racist politics, economics, and educational theory on the school's capacity to teach all children. (Contains 33 references.) (SM)

ED 436 615 UD 033 220

Carlson, Karen Glinert; Shagle-Shah, Shobha; Ramirez, M. Delia
Leave No Child Behind: A Baker's Dozen Strategies To Increase Academic Achievement.
SPONS. AGENCY- Illinois State Office of Education, Springfield.; Chicago Board of Education, IL.
PUB DATE- 99
NOTE- 26p.; Photographs may not reproduce clearly. Prepared by the Chicago Schools Academic Accountability Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; *Administrator Role; Curriculum Development; Educational Change; Educational Finance; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Faculty Development; Instructional Leadership;

school transfers and student achievement scores. There were also significant differences in test scores between students who had transferred one time or less and students who had moved two times, three times, and more than three times. No other significant achievement differences were found among the four groups of students. It was concluded that students who remain in the same school or transfer only once have better academic achievement than more mobile students, and that after two moves, additional moves do not lead to further academic harm. (Contains 12 references.) (KB)

ED 436 303   PS 028 168

Katz, Laurie; Bauch, Jerry
The Peabody Family Initiative: Preservice Preparation for Family/School Involvement.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Early Childhood Education; *Family School Relationship; Higher Education; *Parent Participation; *Parent School Relationship; Preservice Teacher Education; Program Evaluation; Student Attitudes; *Teacher Attitudes; *Teacher Education; *Teacher Education Programs

Recognizing the importance of parents' involvement in their child's education and the belief that lack of teacher training and experience in working with parents affects what teachers do to involve families in their schools, this study examined the impact of a teacher education model on preservice teachers' and inservice teachers' (program graduates) attitudes and skill preparation fostering family/school collaboration. The Peabody Family Involvement Initiative (PFII) is based on themes related to families, family-school collaboration, and developmental issues, and involves three components: (1) general knowledge; (2) skills; and (3) authentic "real life" settings. The themes were addressed in a 1-semester university course taken during the sophomore or junior year and in the implementation of "theory into practice" activities during a 15-week student teacher placement. Mail surveys were completed by preservice teachers just finishing the 1-semester course, by preservice teachers completing their student teacher placement, and by inservice teachers who had graduated from the program within the last 3 years. Sixty-nine surveys were returned from practicing teachers, for a 33 percent return rate. Findings indicated that teachers who took the course were more likely to feel prepared to implement parent involvement activities. Nevertheless, teachers who took the course indicated that they needed more preparation. The parent involvement activities engaged in most often were introductory home/school activities, written progress notes, phone calls to families, participating in meeting with parents of children with special needs, and parent-teacher conferences. (Contains 15 references.) (KB)

ED 436 304   PS 028 169

Kariuki, Patrick; Martin, Kelly
Effects of an Intervention Model on Second Grade Students Who Exhibit Inappropriate Behavior toward Authority Figures.
PUB DATE- 99

SRDC staff. (SV)

ED 436 323 RC 022 154

Runyan, Jack L.
Profile of Hired Farmworkers, 1996 Annual Averages.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Citizenship; *Demography; *Educational Attainment; Employment; *Income; *Labor Force; Population Trends; Tables (Data)
IDENTIFIERS- Current Population Survey

Analyses of data from the 1996 Current Population Survey earnings microdata file examined demographic, earnings, and geographic characteristics of U.S. hired farmworkers. Approximately 906,000 persons aged 15 and older were employed as hired farmworkers each week in 1996, and an additional 72,000 persons were hired as farmworkers as a second job. Hired farmworkers were more likely than all U.S. wage and salary workers to be male, Hispanic, younger, less educated, never married, and non-U.S. citizens. A third reported less than a ninth-grade education, compared with less than four percent of all workers. Between 1990 and 1996, real median earnings increased four percent for hired farmworkers while decreasing four percent for all workers. The first section of this report covers demographic characteristics: gender, age, marital status, racial or ethnic group, citizenship status, education, unemployment, and secondary job holders. Other sections discuss part-time versus full-time employment, distribution of hired farmworkers by geographic region and type of agricultural establishment, and earnings characteristics. Educational attainment data are presented for hired farmworkers; all wage and salary workers; non-citizens; gender and racial/ethnic groups of hired farmworkers; hired farmworkers and all workers by employment status; and hired farmworkers by geographic region and by type of agricultural establishment. Appendices present data on demographic and earnings trends, 1990-96. (Contains 11 references, a glossary,19 tables and 5 figures.) (SV)

ED 436 324 RC 022 156

Duncan, Cynthia M.
Worlds Apart: Why Poverty Persists in Rural America.
PUB DATE- 99
NOTE- 252p.; Foreword by Robert Coles. "Published with assistance from the Tew Memorial Fund."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Community Relations; Community Study; Economically Disadvantaged; Interviews; Politics; Poverty; *Poverty Areas; *Rural Areas; Rural Education; *Social Class; Social Differences; Social Discrimination; Social Structure; *Sociocultural Patterns
IDENTIFIERS- *Appalachia; *Mississippi Delta; New England

This book examines the nature of persistent poverty in two impoverished towns in the coalfields of Appalachia and the Mississippi Delta and a contrasting social milieu in a prosperous but remote rural mill town in northern New England.

Ranger Rick's Nature Scope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. Contents are organized into the following sections: (1) "What Makes a Bird a Bird?," which provides information and activities on how birds are classified, how birds are different from other animals, and the main characteristics of the bird class, Aves; (2) "Family Life," which offers information and activities on nesting, singing, finding a mate, incubating eggs, and raising the young; (3) "Finding a Place To Live," which provides information and activities on bird habitats, how birds have adapted to living in their habitats, and bird migration; (4) "Keeping Fit and Staying Alive," which includes information and activities on the many ways birds keep fit and are adapted to surviving their habitats; (5) "People and Birds," which offers information and activities on the way birds affect our lives and the ways in which we affect theirs; (6) "Crafty Corner," which includes ideas for art projects; and (7) Appendix, featuring questions, a glossary, and bibliographic information. (WRM)

ED 436 342   SE 060 999

Braus, Judy, Ed.
Discovering Deserts.
PUB DATE- 85
NOTE- 65p.; Cover title: "Ranger Rick's Nature Scope."
  Discontinued; formerly published five times a year. For
  selected items from the 17-item series, see ED 293 687, SE 060
  994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials
  (022),Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Biological Sciences;
  Climate; Culture; Earth Science; Ecology; Elementary Education;
  Environment; Environmental Education; *Habitats; Plants
  (Botany); Resource Materials; *Science Activities; *Science and
  Society; Scientific Concepts; *Wildlife
IDENTIFIERS- *Deserts; Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. The topic of this issue is "Discovering Deserts." Contents are organized into the following sections: (1) "What Makes a Desert a Desert?," giving information and activities on what a desert is, how deserts form, and the different types of deserts; (2) "Plants of the Deser," offering information and activities on the many ways desert plants have adapted to harsh desert conditions; (3) "Animals of the Desert," giving information and activities on the many ways desert animals have adapted to harsh desert conditions; (4) "Desert Communities," providing information and activities on plant and animal relationships found in desert communities; (5) "People and Deserts," offering information and activities on the people that live in deserts around the world and the ways in which people are changing desert habitats; (6) "Crafty Corner," giving ideas for art projects; and (7) "Appendix," featuring a glossary and bibliographic and reference information. (WRM)

ED 436 343   SE 061 000

DESCRIPTORS- *Class Organization; Elementary Secondary Education; Geometry; *Mathematics Instruction; Teaching Methods

A good mathematics instructor is a proficient organizer of pupils for instruction in mathematics. There are many specifics involved in organizing for instruction. This paper discusses organizational structures in mathematics instruction such as learning stations. "A Geometry Center" is provided as an example of a learning station. The organization of instruction in unit teaching and the evaluation processes used by pupils are also discussed. (ASK)

ED 436 367   SE 062 011

Hamers, Jeanne S.; Jacob, Anthony T.
The Hole in the Ozone Layer.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Biology; Chemical Reactions; *Chemistry; Earth Science; *Environment; Environmental Education; Higher Education; *Science and Society; Science Education; *Scientific Concepts; Scientific Research; Secondary Education; Technology
IDENTIFIERS- *Ozone; *Ozone Depletion

This document contains information on the hole in the ozone layer. Topics discussed include properties of ozone, ozone in the atmosphere, chlorofluorocarbons, stratospheric ozone depletion, effects of ozone depletion on life, regulation of substances that deplete the ozone layer, alternatives to CFCs and Halons, and the future of the ozone layer. (WRM)

ED 436 368   SE 062 019

Hicks, Debby Carter
A Classroom Improvement Plan: Designed To Improve Middle School Student's Science Scores through Hands-on Activities and Portfolio Assessment.
PUB DATE- 98
NOTE- 58p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Assessment; *Hands on Science; *Instructional Effectiveness; Instructional Innovation; Middle School Students; Middle Schools; Multiple Intelligences; *Portfolio Assessment; *Science Achievement; Science Instruction; Teaching Methods

This practicum reports on a project designed to improve middle school students' science scores. The project used three general strategies to improve science learning: (1) the inclusion of multiple hands-on activities and techniques in the science classroom; (2) the implementation of portfolio assessment; and (3) the inclusion of a Multiple Intelligences approach to teaching. The study reports that 164 of 180 students met the school district requirements for successful completion of middle school science. (Contains 37 references.) (WRM)

ED 436 369   SE 062 020

Litteral, Diana B.

ED 436 391 SE 062 653

Ramos, Elizabeth
Teaching Science Constructively: Examining Teacher's Issues When Teaching Science.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; Higher Education; *Science Instruction; *Teacher Attitudes; Teaching Methods

This paper examines teachers' perceptions and attitudes concerning science as well as their methods of instruction. The paper reviews the literature concerning constructivism, which is the belief that people come to know the world through mental activity that organizes and transforms their perceptions. Constructivism is the notion that people build their own knowledge and their own representations of knowledge from their own experience. These perspectives are grounded in the cognitive and developmental perspectives of Piaget, the interactual and cultural emphases of Vygotsky, as well as the educational philosophy of John Dewey. The essay argues that teachers must allow students to learn for themselves that which the teacher already knows. Through a survey of teachers, the researcher found that most teachers view constructivist learning as the best method for teaching science. Most of these teachers believe that they are prevented from using this learning style by a combination of mandated district curriculums, inadequate or lack of equipment, and lack of experience and scheduled time. (Contains 11 references.) (CCM)

ED 436 392 SE 062 737

Pike, Judy
Golden Gardens: A Wildlife Gardening Program for Seniors.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Botany; Conservation Education; Environmental Education; Foreign Countries; *Landscaping; Learning Activities; *Older Adults; *Ornamental Horticulture; *Wildlife

This document is a guide for older persons who are beginner gardeners. It provides 16 projects to choose from and explains what is needed for each before getting started. Each chapter contains projects suitable for small, medium, and large garden spaces. Contents include: (1) "Getting Started"; (2) "Beckoning Birds, Bees, and Butterflies"; (3) "Providing Food and Shelter"; (4) "Supplying Water"; (5) "Planting Alternatives to a Lawn"; and (6) "Taking Conservation Beyond Your Yard." (CCM)

ED 436 393 SE 062 742

Ediger, Marlow
Scope and Sequence in Science.
PUB DATE- 99

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- #Archaeology; #Computer Software; Computer Uses in Education; #Educational Games; Elementary Secondary Education; Foreign Countries; Optical Disks; Relevance (Education); #Science Activities; #Science Instruction

This CD-ROM presents a computer game that introduces students to the world of archaeology through attempting to solve a mystery. It gives students the inside story on this fascinating science and contains five missions for solving the mystery, over 20 video sequences, a variety of activities, a glossary with 53 entries, over 40 photos, 20 narrative sequences, a notebook that keeps track of discoveries, easy-to-follow instructions, and a user friendly interface for navigating the program. The user is able to consult historical documents, question experts and participate in measurement, comparison, association, and deduction activities. (ASK)

ED 436 418 SE 062 999

Just a Chemical Reaction. CD-ROM . The Science Club. Ages 10-14.
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- #Chemistry; #Computer Software; Computer Uses in Education; Educational Games; Elementary Secondary Education; Foreign Countries; Optical Disks; Relevance (Education); #Science Activities; #Science Instruction

This CD-ROM allows students to discover the key factors and major dates in the development of the science of chemistry. It includes 93 scientific concepts, 20 minutes of narration with animation, 14 interactive activities, an illustrated periodic table, a complete Portable Document Format (PDF) user guide, a dictionary explaining over 40 terms, a quiz with more than 80 questions, and Chemistry Word Games. The computer program explores the role that chemistry plays in fields as varied as law enforcement, painting, and cooking. (ASK)

ED 436 419 SE 063 000

Mitchell, Julia H.; Hawkins, Evelyn F.; Stancavage, Frances B.; Dossey, John A.
Estimation Skills, Mathematics-in-Context, and Advanced Skills in Mathematics: Results from Three Studies of the National Assessment of Educational Progress 1996 Mathematics Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; #Estimation (Mathematics); #Mathematics Achievement; Mathematics Education; #Problem Solving
IDENTIFIERS- #National Assessment of Educational Progress

This report presents information from three special studies conducted as part of the National Assessment of Educational Progress (NAEP) 1996 mathematics assessment. It is intended primarily for mathematics educators and others concerned with mathematics education, such as curriculum specialists, teachers, and university faculty in schools of education. The

Introduction to the Antebellum Women's Movement. Five lessons examine: (1) "The 'Separate Spheres' and 'Cult of True Womanhood' Doctrines"; (2) "Women's Work Outside Their Homes"; (3) "Antebellum Temperance and Abolitionist Movements"; and (4) "The Antebellum Women's Movement." Each lesson includes a variety of ideas and approaches for implementation, student resources in the form of primary source documents, handouts, and a bibliography. (MM)

ED 436 444 SO 030 785

Parker, Franklin; Parker, Betty J.
Educational Philanthropist George Peabody (1795-1869) and U.S.-British Relations, 1850s-1860s.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Donors; *Educational History; Foreign Countries; *International Relations; Private Financial Support
IDENTIFIERS- Great Britain; *Peabody (George); Philanthropists

This paper is about Massachusetts-born merchant George Peabody's social contacts with 10 U.S. ministers (now called ambassadors) to Britain during the 1850s and 1860s, especially Peabody's contact with John Lothrop Motley, U.S. minister to Britain at the time of Peabody's death. The paper begins with Peabody's life and commercial career; describes his transition from that of a U.S. merchant to London-based merchant banker; tells how he made his fortune; describes how and why he gave most of his fortune to found libraries, museums, and foundations; and explores why historians have called him the founder of modern American educational philanthropy. Peabody's association with Motley offers insights into Peabody's unusual funeral and helps explain why the people and press of two nations gave it so much solemnity and grandeur. The paper concludes with an assessment of George Peabody as a merchant turned international banker and educational philanthropist whose promotion of U.S.-British friendship has largely escaped historians' attention. The paper's "Afterword" sums up public memory events of Peabody since his death. Contains 194 references. (BT)

ED 436 445 SO 030 794

China: Tradition and Transformation, Curriculum Projects. Fulbright Hays Summer Seminars Abroad 1998 (China).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 393p.; Some pages will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian History; *Chinese Culture; Communism; *Cultural Context; Foreign Countries; Higher Education; Learning Activities; Secondary Education; Social Studies; Student Educational Objectives; *Study Abroad
IDENTIFIERS- *China; Chinese Art; Chinese Civilization; Fulbright Hays Seminars Abroad Program; Japan

The curriculum projects in this collection focus on diverse aspects of China, the most populous nation on the planet. The 16 projects in the collection are: (1) "Proposed Secondary Education Asian Social Studies Course with an Emphasis on report then identifies problems and issues related to gender equity and presents an overview of the conceptual approach and model for examining and addressing these problems. Next, it provides specific strategy recommendations, and finally, offers general recommendations that will, it is hoped, direct efforts towards gender equity beyond the term of this team. Contains 16 references and an appendix: "An Idea to Improve Illinois Education" and also lists Illinois State Board of Education (ISBE) Centers and Divisions. (BT)

ED 436 465   SO 031 152

Mutch, Carol
The Long and Winding Road: The Development of the New Social Studies Curriculum in New Zealand.
PUB DATE- 98
NOTE- 19p.; Paper presented at the New Zealand Educational Administration Society Biennial Conference (Wellington, New Zealand, January 11-14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Curriculum Development; *Educational Change; Educational History; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; *Social Studies
IDENTIFIERS- Bourdieu (Pierre); *New Zealand

Over the last 10 years there have been major reforms in education in New Zealand. There were two paths of reform administrative and curricular. This paper deals with curricular reform and charts the attempts to produce a social studies curriculum which would meet the demands of a changing society and represent the interests of a diverse range of stakeholders. Using a model after Pierre Bourdieu of "educational policy as a social field," the paper examines the way that key players (individuals, groups, and institutions) tried to exert some control over the content of the document through various stages of the process. Valuable lessons have been learned along the way. Comments are offered as a way of informing future curriculum processes and products. Contains 4 figures and 58 references. (BT)

ED 436 466   SO 031 230

Grant, S. G.
It's Just the Facts, or Is It? An Exploration of the Relationship between Teachers' Practices and Students' Understandings of History.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Classroom Research; *Classroom Techniques; High Schools; *History Instruction; Interviews; Social Studies; *Teacher Role; *United States History; Units of Study
IDENTIFIERS- New York (West); Student Perceptions of Teacher

(SASS) and the associated Teacher Followup Surveys (a 1-year longitudinal component of the SASS). School attrition is subdivided into four components: teachers who voluntarily moved to different schools; teachers who moved to different schools through involuntary assignment; teachers who voluntarily left teaching altogether; and teachers who left teaching involuntarily through personnel action, or who retired. Summary results are presented in two sections. A section on trends in school attrition focuses on school transfer, exit attrition, reasons for school transfer, and reasons for exit attrition. A section on predictors of school attrition focuses on: situational variables predictive of school attrition; teacher characteristics predictive of school attrition; working condition variables predictive of school attrition; teacher judgment variables predictive of school attrition; followup year variables associated with school attrition; reduced logistic regression models of voluntary moving, voluntary leaving, involuntary moving, and involuntary leaving; reduced logistic regression models using teacher career judgements; reduced regression models using administrative support; and full logistic regression models contrasting attrition components. (Contains 17 references.) (SM)

ED 436 486   SP 038 874

Cobb, Velma L.
An International Comparison of Teacher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; Student Teaching; Teacher Improvement
IDENTIFIERS- ERIC Digests

As the world increasingly becomes a global society, education is viewed as an important avenue for national development. New teacher preparation and inservice teacher professional development is key to educational improvement. This Digest examines teacher education goals, candidate selection, content of teacher education programs, and student teaching or clinical preparation in selected countries. Many countries identify quality teachers as the goal of their teacher education programs. The social mission of teacher education is quite broad across countries. Countries vary in how they create standards for teacher education. Qualifications for entering teacher education programs vary considerably. Most countries have multiple entry points into teaching. Traditionally, teachers have been prepared in normal schools; however, many normal schools have evolved into multipurpose, 4-year colleges. Trends show teacher training being embedded in undergraduate degree programs, the requiring of undergraduate degrees for all teachers, and extending preparation requirements into graduate-level programs. Though there exists some variation in teacher education programs' curriculum content, most offer some combination of coursework in subject matter, teaching methods and materials, child growth and development, and other education courses. Student teaching or strong clinical practice

DESCRIPTORS- College Faculty; Educational Theories; Postsecondary Education; Rural Schools; Teacher Attitudes; Technical Institutes; *Theory Practice Relationship; Two Year Colleges; Vocational Education; *Vocational Schools

This qualitative study focused on the theories and practices of two electronics instructors at a small, rural technical college, one with formal teacher education in vocational education and one with no formal teacher training. The instructors completed survey instruments to determine their theoretical frameworks. This included the Cognitive Interest Inventory, which provided a means of identifying beliefs for analysis using the theory of knowledge-constitutive interests, and the Educational Philosophy Inventory, which measured their beliefs about essentialism, behaviorism, progressivism, existentialism, perennialism, and reconstructionism. The researcher interviewed the instructors and their students, observed their classes, and reviewed the college catalog. Both instructors revealed a good match between espoused theories and their teaching practices. The two instructors were primarily technical in both their theories and practices relative to their current jobs. The most striking difference found was that one instructor seemed more student-centered, and the other instructor seemed more subject-centered. The paper examines and discusses the impact of teacher training based on the study findings. (SM)

ED 436 507   SP 038 898

Requirements To Obtain a Pupil Activity Validation To Direct, Supervise, or Coach a Pupil Activity Program (3301-27-01). Guidelines for School Administration and First Aid Program Providers.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Athletes; Athletic Coaches; Athletics; Elementary Secondary Education; *First Aid; *Principals; *School Administration; Sports Medicine; State Government; State Standards
IDENTIFIERS- Ohio

Administrative Code 3301-27-01, revised in June 1995, replaces what was previously known as the sports medicine certification program. The revision changes requirements for individuals who supervise, direct, or coach a pupil activity program that involves athletes, routine/regular physical activity, or health and safety consideration as determined by the local board of education. Section 1, "For School Administration," lists responsibilities, those affected by the standard, two requirements, what is issued to the pupil activity supervisor, and steps to renew the pupil activity validation. Section 2, "For Pupil Activity First Aid Program Providers," lists the purpose, criteria, eligible providers, definition of terms, content requirements, the application to serve as a provider, submission of approval request form, reporting requirements, validation, evaluation, practically speaking, and provider responsibilities. The appendixes offer the application for providers of Ohio Department of Education Pupil Activity First Aid Programs, the program provider packet, the effective year grid, steps to obtain validation, information sheet (Ohio

An Assessment of Preservice Teachers' Tolerance of Diversity.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Disabilities; *Diversity (Student); Elementary Secondary Education; Ethnic Groups; Higher Education; Non English Speaking; Preservice Teacher Education; Preservice Teachers; Racial Differences; Religion; Sex Differences; Sexuality; Socioeconomic Status; Student Behavior; *Student Teacher Attitudes; Students; Welfare Recipients

This study examined preservice teachers' responses to a survey that assessed their tolerance of difference in race, gender, religion, ethnicity, socioeconomic status, disability, and sexual preference. It also investigated their perspectives concerning welfare recipients and non-English speaking people. During the fall 1998 semester, 117 preservice teachers enrolled in the required two-semester Development and Diversity classes at the University of Mississippi completed a 21-item instrument that measured tolerance of differences. The instrument was administered prior to instruction at the beginning of the semester. Data analysis indicated that overall, respondents were consistently accepting of ethnic, racial, and gender differences; children with behavior disorders; and people from different socioeconomic backgrounds. They were inconsistent in their acceptance of people with disabilities, issues related to the welfare system, issues related to declaring English as the United States' primary language, admission of non-English speaking immigrants to the United States, religious differences, and sexual preference differences. (SM)

ED 436 527 SP 038 918

Neal, Kristen Weeks
Developing and Sustaining Teacher Communities: Caring as Central in Teachers' Negotiation of Reading Instruction and Curriculum Implementation.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Curriculum Development; Discussion; Diversity (Student); Elementary School Teachers; Grade 1; *Interpersonal Competence; Interpersonal Relationship; Primary Education; Problem Solving; Reading Instruction; *Teacher Collaboration; Teamwork
IDENTIFIERS- *Caring; *Learning Communities

This paper discusses caring relationships and their importance in supporting student learning, examining a study conducted at a public elementary school. The first section describes a theoretical context for care in the school community and argues for its presence in capturing the essence of school reform. It explores one component of care, dialogue, and how dialogue provides a forum for the practice of care. The next section discusses the context and methodology of the study, which

Evaluation; *Spelling; Teacher Attitudes
IDENTIFIERS- Australia (Western Australia); *Continuum Models; *First Steps Program (Australia); Impact Evaluation

First Steps is a program instituted by the Western Australia Ministry of Education to improve the literacy and numeracy of primary school students, particularly those at risk of academic failure. First Steps is organized around reading, writing, spelling, and oral language; children's skills are organized along developmental continua. These continua are an ordered series of statements describing behaviors children display as they move toward literacy. The Spelling Developmental Continuum was revised as a response to a study of teacher assessments of the applicability of the continuum to their students and to teacher responses to a questionnaire about the continuum. The revised version was studied, and a revalidation study showed great improvements in the wording and acceptance of the continuum. This report describes, in detail, the changes made to the 1992 version of the Spelling Development Continuum, and records the effects of these changes as measured in the revalidation of the continuum. The 1993 revision seems to tap spelling ability better than the prior version did, and it groups indicators into phrases with improved precision. In addition, the item response theory methodology was useful in improving the Spelling Development Continuum. An appendix contains the indicator code numbers and text for both versions of the continuum. (SLD)

ED 436 546 TM 028 176

Student Achievement: A Study of the Effects of First Steps Teaching on Student Achievement.
PUB DATE- 95
NOTE- 55p.; For related "First Steps" documents, see TM 028 165-170.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Child Development; Developmental Stages; Elementary Education; Elementary School Students; *Elementary School Teachers; Foreign Countries; Grade 3; Grade 7; High Risk Students; *Literacy; Program Evaluation; *Reading Achievement; Teacher Attitudes; Teaching Methods; Writing (Composition)
IDENTIFIERS- Australia (Western Australia); *Continuum Models; *First Steps Program (Australia); Impact Evaluation

First Steps is a program instituted by the Western Australia Ministry of Education to improve the literacy and numeracy of primary school students, particularly those at risk of academic failure. First Steps is organized around reading, writing, spelling, and oral language; children's skills are organized along developmental continua. This study, conducted by Murdoch University, was an attempt to find out if the effects of teachers using First Steps strategies could be measured in terms of student achievement. Participating schools (n=22) tested their Year 3 and Year 7 students with the Monitoring Standards in Education (MSE) reading and writing tests, and their teachers completed a questionnaire regarding their training in and use of First Steps strategies. In all, 889 Year-3 and 902 Year-7 students were tested. The analysis adjusted and removed effects of students' socioeconomic status, ethnic background, first language other than English, and recent arrival in Australia. After removing effects of these factors, mathematics section. In 1998, there was a 3% increase in the rate of students passing the communications test and a 2% increase in the passing rate for the mathematics test above the 1997 passing rates. Two appendixes contain tables of state and district results and a district report of school skill achievement. A "Guide to the High School Competency Test (HSCT) Statewide Assessment Results" is included as an enclosure. (SLD)

ED 436 569   TM 030 431

Wilson, Vicki A.; Onwuegbuzie, Anthony J.
Improving Achievement and Student Satisfaction through Criteria-Based Evaluation: Checklists and Rubrics in Educational Research Courses.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *College Students; *Educational Research; *Evaluation Methods; Grades (Scholastic); Grading; Higher Education; *Research Utilization; *Scoring
IDENTIFIERS- Scoring Rubrics

The traditional "black box" approach to evaluation of assignments in educational research courses has at least two effects: (1) products that fail to meet the expectations of the instructor; and (2) frustration on the part of students who do not know exactly what is expected, and who are consequently confused about or disappointed in the grades they receive. Solutions to these problems include developing checklists and rubrics that break complex tasks, such as writing research proposals and master's theses, into component parts, using the checklists and rubrics to guide students' work, and then grading the students on how well they complete each component. Included in the appendix are sample checklists for scoring content, quality of writing, and adherence to American Psychological Association (APA) style in research proposals, as well as rubrics for master's theses and group research project presentations. (Author/SLD)

ED 436 570   TM 030 432

Schultz, Barry; Rakow, Ernest A.
A Validity Study Comparing the ACT and the HOBET Entrance Examinations for Health-Care Students.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; College Students; Correlation; Grade Point Average; Health Occupations; Higher Education; *Prediction; *Validity
IDENTIFIERS- *ACT Assessment

This study examined the relationship between results of the ACT

Testing and Assessment"; (14) "Testing in Employment and Credentialing"; and (15) "Testing in Program Evaluation and Public Policy." A glossary and an index are included. (SLD)

ED 436 592   UD 033 187

Youth Violence. Hearings before the Committee on the Judiciary. United States Senate, One Hundred Fourth Congress, First Session Focusing on the Cause of Juvenile Crime and the Need for Juvenile Justice Reform (Dover and Wilmington, DE, July 15 and 17, 1995).
PUB DATE- 97
NOTE- 194p.; Serial No. J-104-32.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Crime; *Delinquency; Federal Government; Government Role; Hearings; *Juvenile Justice; Legislators; *Violence
IDENTIFIERS- Congress 104th

This hearing focused on the cause of juvenile crime and the need for juvenile justice reform. On the first day, an opening statement by Senator Joseph R. Biden examined the seriousness of the problem. Two panels contributed prepared statements. The first panel included Jim Hutchinson, Mayor, Dover, DE; Alan Ellingsworth, Colonel, Delaware State Police; George Pipin, Stevenson House, Milford, DE; and Greg Sleet, U.S. Attorney. The second panel included among others George Puliam, Unit Director for the Dover Boys and Girls Club, and Anthony Southerland, Director of the Youth Violence Initiative. On the second day, 13 people delivered statements. They included Jane Brady, Delaware Attorney General; Larry Sullivan, Public Defender; Hon. Vincent Poppiti, Chief Judge, Family Court, Delaware; Tom Gordon, Police Chief; New Castle, DE; Guy Sapp, Director of Division of Rehabilitative Services, Wilmington, DE; Orlando J. George, Jr., President, Delaware Technical and Community College; Hon. Rich Davis, Representative in the State House, DE; and Vince Garlick, President, Stormin' Norman Basketball League. An appendix presents additional submissions. (SM)

ED 436 593   UD 033 194

Goldstein, Arnold P.
Low-Level Aggression: First Steps on the Ladder to Violence.
PUB DATE- 99
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aggression; *Bullying; *Children; Elementary Secondary Education; *Intervention; Play; Prediction; Student Attitudes; *Violence

Society has too often ignored the manifestations of low-level aggression among children that, when rewarded, grow into often intractable high-level aggression. This book explores low-level aggression, its escalation, and how to deal with it. Chapters are: (1) "Introduction"; (2) "Verbal Maltreatment"; (3) "Physical Maltreatment"; (4) "Criminal Maltreatment"; (5) "Minimal Maltreatment"; (6) "Intervention: Strategies, Tactics, and Evaluation"; and (7) "Conclusion: Intervention Obstacles and Opportunities." (Contains 2 figures, 25 tables, and numerous references.) (SLD)

Leadership Qualities; Principals; Public Schools; *Reading Improvement; Reading Skills; Student Evaluation; Teacher Collaboration; Teacher Evaluation; Teaching Skills; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This document presents school principals' points of view on school and student improvement, using the real life experiences and practices of principals within Chicago's schools that have over the past few years shown the most improvement. Principals from 32 schools discussed their leadership style and strategies that contributed to school and student performance in their diverse schools. For each of 13 strategies, this document presents essential steps for implementation. The 13 strategies are: (1) create a consistent reading program; (2) set clear goals and standards; (3) coordinate curriculum; (4) build strong team faculty; (5) hold teachers accountable; (6) monitor both students and teachers; (7) foster individual teacher support; (8) encourage professional development; (9) ensure philosophical consistency; (10) invest in performance; (11) instill a love of learning through reading; (12) work together; and (13) increase time on task. The document concludes that good principal leadership is essential to positive school change. The data show that students can flourish academically regardless of their background, and that race, poverty, and other urban challenges are not reasons for failure. Students in urban schools can be very successful if the local conditions and school leadership are right. (SM)

ED 436 616   UD 033 222

Zack, Naomi, Ed.
American Mixed Race. The Culture of Microdiversity.
PUB DATE- 95
NOTE- 379p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Cultural Differences; *Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Hawaiians; Higher Education; Jews; Multicultural Education; Racial Bias; *Racial Identification; Social Influences; Social Sciences
IDENTIFIERS- African Americans; Hawaii; *Mixed Race Persons; Skin Color

This book presents a collection of papers on microdiversity that underscore the reality and scholarship of racial difference within single individuals and groups. The book includes 22 papers in 5 parts. Part 1, "Autobiography," includes: (1) "Five Arrows" (Susan Clements); (2) "Color Fades Over Time" (Brunetta R. Wolfman); (3) "Racelessness" (Cecile Ann Lawrence); (4) "'Check the Box that Best Describes You'" (Zena Moore); and (5) "'What are They?'" (Stephen Satris). Part 2, "Art," includes: (6) "From Melodrama to the Movies" (Freda Scott Giles); (7) "The Theater of Identity" (Teresa Kay Williams); and (8) "The Go-Between People" (Carol Roh Spaulding). Part 3, "Social Science," includes: (9) "The Hawaiian Alternative to the One-Drop Rule" (F. James Davis); (10) "Some Kind of Indian" (M. Annette Jaimes); (11) "Exploring the Social Construction of Race" (Abby L. Ferber); and (12) "Therapeutic Perspectives on Biracial Identity Formation and Internalized Oppression" (Helena Jia Hershel). Part 4, "Public Policy," includes: (13) "Grassroots Advocacy" (Susan R. Graham); (14) "Testimony of the Association of MultiEthnic Americans" (Carlos A. Fernandez); (15) "Multiracial Identity Assertion in the Sociopolitical

NOTE- 17p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Children; *Classroom Techniques; Comparative Analysis; *Discipline; *Elementary School Students; Grade 2; *Power Structure; Primary Education; Sex Differences; Teacher Student Relationship

This study examined the effects of an intervention model on second-grade students who exhibited inappropriate behaviors toward authority figures. Participating in the study were 20 second graders (7 females and 13 males) from 1 classroom in a rural northeast Tennessee school district. Data were collected by means of observation of five targeted behaviors during specified morning and afternoon periods in the classroom. Pre-intervention and post-intervention data were collected for 1 week. The 1-week intervention included the following procedures: (1) a behavior contract signed by students listing inappropriate target behaviors; (2) daily recitation of a pledge to be the best student possible; (3) charting of behavior violations by the classroom teacher; (4) entry into a lottery for a book for students with no infractions; and (5) for students with no infractions for 1 week, an award of a free 100-assignment pass. Data indicated a significant decline in students' inappropriate behavior toward an authority figure following the intervention, and that males exhibited more inappropriate behavior toward an authority figure than did females. In fact, females exhibited no inappropriate behavior toward an authority figure during the classroom observations. (Contains 10 references.) (KB)

ED 436 305 PS 028 175

Early Childhood Interventions: Public-Private Partnerships. Hearing before the Subcommittee on Human Resources of the Committee on Government Reform and Oversight. House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- [illegible]19p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Development; Cost Effectiveness; *Early Childhood Education; Government Role; Hearings; *Intervention; Prenatal Care; Public Policy; State Programs; *Young Children
IDENTIFIERS- Congress 105th

These hearings transcripts recount testimony before the U.S. House of Representatives concerning early childhood development programs. Testimony addressed the questions of how public and private investments in early childhood programs contribute to successful outcomes for infants and mothers, and how these successes can be measured and replicated as states implement welfare reforms and demand for quality child care grows. The transcripts include statements and/or testimony from Rob Reiner of the I Am Your Child campaign; Lincoln C. Almond, Governor of Rhode Island; a representative of the RAND Corporation; the director of program and policy analysis of the National Center for Children in Poverty; a professor of pediatrics and preventive medicine; a single mother; Representative Christopher Shays (Connecticut), and Representative Edolphus Towns (New York). (HTH)

Drawing on 350 in-depth interviews and census data, the book analyzes the dynamics of poverty, politics, and community change. The stories of haves and have-nots in Appalachia and the Delta illustrate how inequality erodes a community's social fabric, destroying trust, feeding corrupt politics, and undermining institutions that could help poor families achieve the American Dream. In contrast, a northern New England town dominated by a blue-collar middle class maintains a rich civic culture with inclusive institutions that help the poor to escape poverty, and people of all social classes talk about the trust and lack of differences that make the community a good place to live. A final chapter on social change and social policy points out that everyone who escaped poverty in the two impoverished towns had finished high school, and everyone who finished high school and went to college left poverty behind. However, when schools are merely patronage delivery systems or targets of discriminatory neglect, it takes special intervention by a mentor to get a child an education. Creating good schools in these impoverished communities would require challenging the "local control" that perpetuates feudal social relations. An appendix contains demographic data tables and figures. (Contains references in notes and an index.) (SV)

ED 436 325 RC 022 157

Levine, Phoebe M.
Common Threads: Quilt-Making and Teaching.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Women of Appalachia Conference (Zanesville, OH, October 27-29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; *Creative Expression; *Educational Philosophy; Elementary Secondary Education; Reflective Teaching
IDENTIFIERS- Appalachia; Dewey (John); *Quilting; Teacher Engagement; *Teaching as an Art

A teacher educator and artist explores alternate ways to think of teaching as a creative endeavor. This paper brings together the voices of Appalachian craftswomen and the wisdom of educator and philosopher John Dewey to create a patchwork that celebrates the common threads of quiltmaking and teaching. Interviews with West Virginia craftswomen and a review of selected literature on quiltmaking in Appalachia provide authentic voices whose words and stories are interpreted within Dewey's philosophy. Dewey's focus on the ongoing nature of process offers a means to know and appreciate the full measure of engagement and passionate commitment to the task at hand. Whether the task at hand involves piecing a quilt or designing a lesson plan, Dewey's philosophy pushes the creator to embrace the presence and wholeness of the experience itself. The experiences of Appalachian quilters as they engage with the materials and methods of their craft can offer preservice teachers a new language for understanding Dewey's insights about teaching as a form of art. Parallels are drawn between aspects of the quiltmaker's and the teacher's experience, including use of a variety of shared materials, design as purposeful composition, creation of new pieces from old fabric, and the craft as a form of human connection. (SV)

ED 436 326 RC 022 158

Braus, Judy, Ed.
Trees Are Terrific!
PUB DATE- 92
NOTE- 77p.; Cover title: "Ranger Rick's Nature Scope." Discontinued; formerly published five times a year. For selected items from the 17-item series, see ED 293 687, SE 060 994-995, SE 060 998-SE 061 000, and SE 062 336-344.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Biological Sciences; Elementary Education; Environmental Education; *Forestry; *Plants (Botany); Resource Materials; *Science Activities; *Science and Society; Scientific Concepts; *Trees
IDENTIFIERS- Nature

Ranger Rick's NatureScope is a creative education series dedicated to inspiring in children an understanding and appreciation of the natural world while developing the skills they will need to make responsible decisions about the environment. Contents are organized into the following sections: (1) "What Makes a Tree a Tree?," including information and activities on tree parts and how trees differ from other plants; (2) "Growing Up a Tree," offering information and activities on how trees reproduce, what they need to survive, and where they grow; (3) "The Forest Community," providing information and activities on plant and animal relationships in forest communities; (4) "People and Forests," including information and activities on how forests are managed and some of the problems facing forests around the world; (5) "Trees in Our Lives," offering information and activities on how trees have influenced human history and how trees affect us today; (6) "Crafty Corner," including ideas for art projects; and (7) "Appendix," featuring questions, a glossary, and bibliographic information. (WRM)

ED 436 344   SE 061 230

The Long Island Pine Barrens: A Curriculum & Resource Guide.
SPONS. AGENCY- Western Suffolk BOCES, Northport, NY.; New York State Legislative Commission on Water Resource Needs of New York and Long Island, Albany.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Conservation Education; Curriculum Development; *Ecology; Environmental Education; Evaluation; *Hands on Science; Learning Activities; Plants (Botany); *Resource Materials; Science Education; Teaching Methods; Wildlife
IDENTIFIERS- *New York (Long Island)

The Long Island Pine Barrens is Long Island's premier ecosystem. It overlies the greatest quantity of the purest drinking water remaining on Long Island and boasts the greatest diversity of plants and animals in New York State. This curriculum guide provides background and suggested inquiry-based in-class and field trip experiences to use with students in grades 3-8 when teaching environmental science. The environmental significance of the ecological system is discussed and suggested classroom

Improving Instruction, Motivation, and Writing Skills To Foster Content Mastery among 11th Grade Chemistry Students.
PUB DATE- 98
NOTE- 49p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Concept Formation; Evaluation; Grade 11; High Schools; Science Education; *Writing Skills

This practicum was designed to increase concept mastery of 11th grade chemistry students by improving instruction, motivation, and writing skills. The problem addressed was that many chemistry students, perform well in group learning situations, such as labs, but perform poorly on content-mastery tests. As a result of reviewing the literature, the writer found that a variety of methods and a student-centered approach made instruction more effective. The solution strategies selected were: (a) improving instruction by adjusting traditional teaching methods, (b) increasing motivation by using technology and cooperative learning, and (c) enhancing writing skills by means of SQ3R (Survey, Question, Read, Recite and Review), graphic organizers, and text analysis. The results of the practicum indicated that the selected solution strategies fostered content-mastery among the subject students. There was an increase in the number of correct multiple choice items on content-mastery tests and an increase in volunteered answers. Student' essay writing scores improved as well. (Author/WRM)

ED 438 370 SE 062 076

Molina, David D.; Hull, Susan Hudson; Schielack, Jane F.
Guidelines for the Mathematical Preparation of Prospective Elementary Teachers.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Mathematics; Higher Education; *Knowledge Base for Teaching; *Mathematics Instruction; *Mathematics Teachers; *Preservice Teacher Education

Mathematics professional communities were urged to make a strong, coordinated, and visible commitment to strengthening the mathematical preparation of elementary teachers. The Texas Statewide Systemic Initiative (Texas SSI) recommends that teachers complete a minimum of nine credit hours in mathematics. Texas SSI further recommends that these courses reflect the guidelines presented in this document. These guidelines were developed for the use of mathematics faculty who teach or design courses for preservice teachers at institutions of higher education in Texas, although they may be adapted for different audiences. The first section of this document outlines guidelines for the mathematics component of the elementary teacher education program and applies to the mathematics courses that are studied by elementary teacher candidates. The second section of the document describes the

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Science Education; Science Teachers; Teaching Methods
IDENTIFIERS- *Scope and Sequence

Teachers and school administrators need to give ample time to study the scope of the science curriculum. Scope refers to the breadth of objectives that should be emphasized within each science unit of study. A subject-centered approach has been used to determine scope. Thus, those involved in developing science units of study use diverse reference material to ascertain what should be taught. This paper provides teachers with suggested guidelines for teaching science and developing curricula that will be beneficial to learners presently as well as in the future. (Contains 16 references.) (CCM)

ED 436 394 SE 062 743

Ediger, Marlow
Issues in the Teaching of Mathematics.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Evaluation; Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; *Portfolio Assessment; Teaching Methods

There are numerous issues in the teaching of mathematics that need to be clarified and meaningfully understood by teachers, supervisors, and administrators. This paper discusses some of these issues, such as the integrated versus the separate subjects curriculum, the level of application versus knowledge for its own sake, state mandated versus locally determined objectives, traditional versus portfolio approaches in appraising achievement, traditional materials of teaching versus multimedia procedures, and logical versus psychological sequence in mathematics. One problem, among others in teaching mathematics, is how to arrange the order of objectives, learning opportunities, and evaluation techniques. There are numerous variables inherent in teaching pupils such as learning styles and multiple intelligences. (Contains 11 references.) (ASK)

ED 436 395 SE 062 759

Rust, Amanda L.
A Study of the Benefits of Math Manipulatives versus Standard Curriculum in the Comprehension of Mathematical Concepts.
PUB DATE- 99
NOTE- 46p.; Master's Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Active Learning; Grade 1; *Manipulative Materials; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; Teaching Methods

This study attempted to determine which teaching method, mainly manipulatives or the standard curriculum, best allowed the three studies reported here were designed to provide greater detail on how students perform on particular types of mathematics questions. Studies include the Estimation Study, the Study of Mathematics-in-Context, and the Study of Students Taking Advanced Courses in Mathematics. The first study was designed to explore students' skills in estimation and was implemented at three grade levels. It concludes that although there has been significant improvement in mathematics performance overall since 1990 at all grade levels, the trend for student performance in estimation over the six years since the inception of the Estimation Study of 1990 is less clear. The second study was designed to assess problem-solving abilities within contexts that allow students to make connections across mathematics content areas. The Advanced study was administered at grades 8 and 12 and was designed to provide students who were taking or had taken advanced courses in mathematics an opportunity to demonstrate their full mathematical proficiency. (Contains 71 tables and figures.) (ASK)

ED 436 420   SE 063 001

Stevens, Betsy T.
Sea Soup: Discovering the Watery World of Phytoplankton and Zooplankton. Teacher's Guide.
PUB DATE- 99
NOTE- 128p.; Illustrated by Rosemary Giebfried. For the learner's guide, see SE 063 002.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Elementary Education; Integrated Activities; Marine Education; *Oceanography; *Plants (Botany); Science Instruction; Teaching Methods
IDENTIFIERS- *Phytoplankton

This book is an inquiry- and discovery-based teacher's guide. The interesting and fun activities in this teacher's guide meet the challenge of relating tiny, microscopic organisms to the lives of children. The inquiry-based activities range from designing and making a phytoplankter and collecting phytoplankton to designing an experiment for exploring what factors influence the growth of phytoplankton. The emphasis is on science but, where appropriate, math, geography, language arts, and art are included. Each unit includes background information, objectives, a statement of how it addresses the National Science Education Standards, materials, and procedures. Resources and suggested websites are included. (ASK)

ED 436 421   SE 063 002

Cerullo, Mary M.
Sea Soup: Phytoplankton.
PUB DATE- 99
NOTE- 38p.; Photography by Bill Curtsinger. For the teacher's guide, see SE 063 001.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Childrens Literature; Elementary Education; Marine Education; *Oceanography; *Plants (Botany); Science Activities;

China" (Jose Manuel Alvarino); (2) "Education in China: Tradition and Transition" (Sue Babcock); (3) "Chinese Art & Architecture" (Sharon Beachum); (4) "In Pursuit of the Color Green: Chinese Women Artists in Transition" (Jeanne Brubaker); (5) "A Host of Ghosts: Dealing with the Dead in Chinese Culture" (Clifton D. Bryant); (6) "Comparative Economic Systems: China and Japan" (Arifeen M. Daneshyar); (7) "Chinese, Japanese, and American Perspectives as Reflected in Standard High School Texts" (Paul Dickler); (8) "Gender Issues in Transitional China" (Jane Eaton); (9) "A Walking Tour of Stone Village: Capitalism with Chinese Characteristics" (Ted Erskin); (10) "The Changing Role of Women in Chinese Society" (John Heckenburg); (11) "Healing Practices: Writing Chinese Culture(s) on the Body: Confirming Identity, Creating Identity" (Sondra Leftoff); (12) "Unit on Modern China" (Thomas J. MacDonough); (13) "Chinese Women in Transition" (Sally McWilliams); (14) "Minorities, Regional Diversity and National Identity among the Contemporary Chinese" (W. Lawrence Neuman); (15) "China in 1998" (David Philips); and (16) "Traditional Chinese Architecture" (Ted Sawruk). (BT)

ED 436 446   SO 030 808

Stephens, Elaine C.; Brown, Jean E.
Learning about...The Civil War: Literature and Other Resources for Young People.
PUB DATE- 98
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; *Civil War (United States); Elementary Secondary Education; *Fiction; *Nonfiction; Social Studies; Thematic Approach
IDENTIFIERS- *Historical Fiction; National History Standards

Drawing on the many resources published for young people about the Civil War, this book selects the best books and other resources for teachers to use in the classroom and suggests how to use them effectively. Beginning with a chapter about using literature to study the Civil War, the book moves on to a series of thematic chapters on six broad topics: (1) the United States just before the war; (2) the struggle for freedom; (3) people who made a difference; (4) war experiences; (5) the home front; and (6) rebuilding the nation. Each chapter in the book begins with an introduction to the subject, followed by discussions of fiction and nonfiction "focus books" and shorter descriptions of other books on the topic; each focus book discussion includes an excerpt from the text, an overview of the resource, a summary of its strengths, considerations for teachers, and suggestions for classroom activities. The following chapter titles are included: (1) "Using Literature to Learn About the Civil War"; (2) "A Troubled Land"; (3) "Struggling to be Free"; (4) "Those Who Made a Difference"; (5) "War Experiences"; (6) "On the Homefront"; (7) "Rebuilding the Nation"; and (8) "Resources." The book includes suggested recordings, videotapes, software, Web sites, museums, historical sites, and teaching aids. The appendix contains the National Standards for United States History Era 4: Expansion and Reform (1801-1861) and Era 5: Civil War and Reconstruction (1850-1877). (BT)

This paper uses classroom observations of two high school social studies teachers' units about the U.S. civil rights movement and interviews with students in each class to explore the relationship between teachers' practices and students' understandings of history. The paper's analysis suggests that, while there is not sufficient evidence to support a causal relationship, the data do suggest a powerful correlation between each teacher's practices and the views their students construct of history in general and of the U.S. civil rights era in particular. The paper comes out of the "Fallingwater" policy and practice study a multi-year examination of the relationships between national, state, and local education reform efforts and school/classroom practices, this project is in its fifth year. Location of the study reported in the paper is a suburban high school in western New York state. Contains 9 notes and 62 references. (BT)

ED 436 467 SO 031 238

Coufal, Kathy L.; Grandgenett, Neal F.
The Community Discovered: The Search for Meaning through the Integration of Art and Technology in K-12 Education. Evaluation Progress Report No. 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 17p.; For Evaluation Progress Report No. 2, see SO 031 239; for Evaluation Progress Report No. 3, see SO 031 240; for Evaluation Progress Report No. 4, see SO 031 241.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *Art Education; Budgets; *Curriculum Development; Disadvantaged Youth; Discipline Based Art Education; Elementary Secondary Education; Evaluation Criteria; *Fine Arts; *Interdisciplinary Approach; Internet; Museums; Rural Education; Student Educational Objectives; Telecommunications; Urban Education
IDENTIFIERS- Learning Environment; *Nebraska; Progress Reporting; *Technology Integration

The project of focus in this evaluation progress report is currently completing the second year of full operation and is a 5-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. The report notes that special emphasis is placed on serving disadvantaged students in rural and urban areas. It states that the project's focus is to develop curriculum models of engaged student learning using technology and resources of the "Information Superhighway," and that five museums are also involved. The report explains that the project is drawing upon successful and extended collaboration with ARTnet, an electronic communications network, and Prairie Visions, an active consortium of discipline-based art educators. According to the report, the "Community Discovered" project has five goals: (1) to promote and encourage academic achievement; (2) to provide student equity in access to state and national museum resources; (3) to enable educators to effectively use appropriate technologies for teaching and learning; (4) to effectively integrate the arts into interdisciplinary curriculum projects; and (5) to create a national network of educators to support the development and implementation of appropriate learning strategies that integrate the arts and technology into other subject areas. The report comments on the project's status and activities and also explains that an is seen as essential in teacher preparation. The duration of such an experience varies widely and is influenced by teaching level and the nature of the teacher education program. (SM)

ED 436 487 SP 038 875

Weiss, Eileen Mary; Weiss, Stephen Gary
Beginning Teacher Induction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Labor Turnover; Mentors; Professional Development Schools; Public Schools; Teacher Collaboration; Teaching Skills; Urban Schools
IDENTIFIERS- ERIC Digests

New U.S. teachers are challenged to educate diverse learners in an increasingly complex knowledge-based, technology-oriented society. Often, new teachers receive little support from colleagues or professional development. Many low-wealth urban districts with acute shortages are turning toward beginning teacher induction programs to keep new teachers from leaving. Research documents the value of teacher induction programs and describes multiple prototypes for implementation. Benefits include reduced attrition rates among new teachers and improved teaching capabilities. The number of state and local districts that have created programs for beginning teachers has grown substantially since the early 1980s, though programs and funding levels vary strikingly among states. Program structure and the underlying conceptualization of teaching differ among districts. Induction programs increasingly provide assistance to new teachers by assigning them to mentors. Successful mentor programs depend upon the quality of training afforded the mentors. There is limited agreement about what new teachers should know and be able to do. A consensus is growing about beginning teachers needing to meet standards for practice that will attest to their grasp of essential skills, knowledge, and dispositions. Many school systems work with colleges to create learner-centered environments such as Professional Development Schools. This model of teacher induction has the potential to influence both members of the mentoring relationship. (Contains 20 references.) (SM)

ED 436 488 SP 038 878

Guidance on Early Childhood Education Teacher Education and Licensure Standards.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; *Elementary School Teachers; Mainstreaming; *Preschool Teachers; *Preservice Teacher Education; Regular and Special Education Relationship;

Department of Education pupil activity supervisor validation), and standard 3301-27-01. The Pupil Activity Standards Revision Committee is listed. (SM)

ED 436 508 SP 038 899

Lin, Huey-Ling; Gorrell, Jeffrey; Porter, Karen
The Road to Pre-service Teachers' Conceptual Change.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Early Childhood Education; Graduate Students; Graduate Study; Higher Education; Journal Writing; Peer Teaching; Preservice Teacher Education; *Preservice Teachers; *Questioning Techniques; *Seminars; Student Journals
IDENTIFIERS- *Conceptual Change; Knowledge Development; *Self Questioning Techniques

This study involved a series of seminars designed to help preservice students understand and clarify their views about teaching and learning and to create a condition for the development of an understanding of the underlying concepts which affect their teaching and learning. The seminars tested the hypothesis that learning to teach is improved through the application of a questioning and reflective orientation. Fifteen graduate students enrolled in a seminar in early childhood education participated. Self-questioning strategy training was conducted to help students raise specific higher-order questions from assigned reading materials. The reciprocal peer-questioning condition was created to promote social construction of knowledge, providing a context which fostered the emergence and resolution of socio-cognitive conflict. After each seminar session, students recorded their thoughts regarding topics discussed, issues raised, and questions unanswered. Weekly journals were collected by the instructor for analysis. NUD*IST (Non-Numerical Unstructured Data Indexing, Search and Theory Building) software was used for initial theory building and analysis. Students' weekly journal entries indicated the conceptual transformations that they went through. This study illustrated how a seminar structure was useful in helping preservice teachers' evolving constructions of knowledge, in promoting reflection, and in enhancing conceptual change. (Contains 15 references.) (Author/SM)

ED 436 509 SP 038 900

Irvin, Teresa S.
Theory as Espoused and Practiced by a High School English Teacher: Staying with the Tried and True.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; English Teachers; High Schools; Parochial Schools; Private Education; Secondary School

supports an examination of care in the development of teacher community. The third section uses two illustrative cases to examine the dialogue in this specific community which reveals how the teachers relate to one another in ways that are consistent with a definition of care. The first case focuses on shared questions about student learning (how the teacher addresses the diversity of reading levels in the first grade). The second case concerns process (how the teachers rally around a curriculum mandate in order to develop a meaningful curriculum for first grade students). The final section of the paper discusses the implications for building caring communities in schools and offers some possible future directions. (Contains 33 references.) (SM)

ED 436 528   SP 038 919

Mielke, Dan
Effective Teaching in Distance Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; *Nontraditional Education; Teaching Methods
IDENTIFIERS- ERIC Digests

Distance education is an alternative method for delivering academic course work to students unable to attend traditional campus-based classes. This Digest presents information on the many forms of distance educction and keys to successful teaching with distance education. Distance education is a method of education in which the learner is physically separated from the teacher and the institution sponsoring the instruction. There must be a teacher, one or more students, and a course or curriculum that the teacher is capable of teaching and the student wants to learn. Originally, distance education involved teachers traveling to remote sites to teach a class or teachers corresponding with students. Technology has raised the quality of individualized distance instruction. There are video and audio models of distance education that involve broadcast and cable television, satellites, microwaves, fiber optics, and audio graphics. The linking of computer technology via the Internet or CD-ROM with television transmission potentially provides a new dimension to distance education. Distance education can be used for some aspects of most disciplines. It dictates changes in behavior for both teachers and students. Five critical elements for successful distance teaching include: instructor enthusiasm, organization, strong commitment to student interaction, familiarity with technology used in the class, and critical support personnel. (Contains 8 references.) (SM)

ED 436 529   SP 038 920

Yasin, Said
The Supply and Demand of Elementary and Secondary School Teachers in the United States. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

there was a positive relationship between the degree of implementation of First Steps and student results on literacy tests, a finding that supports the position that First Steps was assisting students to master literacy skills more successfully than traditional methods. The effects of First Step were much stronger for Year 3, and, in fact, the understanding and use of First Steps were much higher in Year 3. An appendix contains the teacher survey instrument, the student background information sheet, and the data analysis report from Murdoch University. (SLD)

ED 436 547   TM 028 341

Busick, Kathleen U.; Stiggins, Richard J.
Making Connections: Case Studies for "Student-Centered Classroom Assessment, Second Edition."
PUB DATE- 97
NOTE- 124p.; For the accompanying text, see TM 028 342.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Educational Assessment; *Educational Testing; Elementary Secondary Education; Performance Based Assessment; *Student Evaluation; *Teaching Methods; *Test Construction

In the "Student-Centered Classroom Assessment" textbook, readers are offered many opportunities to reflect on classroom assessment ideas in relation to their own classroom assessment experiences. As a companion to that text, this book of case studies serves the same purposes, but in a way that calls for the application of ideas and strategies covered in the text to resolve complex, real-world classroom assessment cases in which teachers face challenging dilemmas. Each of the 52 cases presents a dilemma shared by practicing teachers and administrators out of their own professional experiences. Typically, cases are presented with a description of the problem or dilemma, suggestions for individual reflection, and discussion starters or work assignments. The cases are organized to correspond to chapters in the text. (SLD)

ED 436 548   TM 028 378

Impara, James C.; Plake, Barbara S.; Hertzog, Melody; Giraud, Gerald; Spies, Robert
Utility of a Concept-Focusing Strategy on Judgmental Standard Setting Results.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For closely related paper, see ED 417 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Decision Making; *Evaluation Methods; *Judges; Performance Factors; *Standards; Validity
IDENTIFIERS- Experts; *Standard Setting

Judgmental standard setting approaches rely on the perceptions of experts about examinee performance on a test. Traditional standard setting methods ask panelists to estimate how well a randomly selected hypothetical examinee who is representative

Assessment and the Health Occupations Basic Entrance Test (HOBET) entrance examinations. The purpose of the study was to estimate the validity of the HOBET as a predictor of student success and to compare the two examinations as predictors of grade point average (GPA) for students in the health care field. The sample consisted of 320 students from a small, private, health-care oriented college in the mid-south. The college offers bachelor's degrees in nursing and in health sciences. The data were compiled from fall 1995 through fall 1998. The variables examined included ACT scores, HOBET scores, total credit hours, and GPA. All students were given the HOBET only after scoring 20 on the ACT. The two examinations were correlated for this sample, and both were correlated with GPA. The HOBET was a better predictor of GPA than the ACT. The correlation coefficient was smaller than that found in a previous study (Educational Resources, 1993), probably because of the homogeneity of the sample. (Contains 5 tables and 10 references.) (SLD)

ED 436 571 TM 030 433

Peet, Martha W.
The Importance of Variance in Statistical Analysis: Don't Throw Out the Baby with the Bathwater.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Analysis of Covariance; *Analysis of Variance; Classification; *Effect Size; Middle School Students; Middle Schools
IDENTIFIERS- *Variance (Statistical)

This paper analyzes what happens to the effect size of a given dataset when the variance is removed by categorization for the purpose of applying "OVA" methods (analysis of variance, analysis of covariance). The dataset is from a classic study by Holzinger and Swinefors (1939) in which more than 20 ability test were administered to 301 middle school students to discern which abilities determined overall academic performance. One-way analyses of variance (ANOVA) were run with the dichotomized variable as the independent factor to compare the reduction in effect size in the ANOVAs with the effect size of regression run with the intact continuous independent variable. The effect sizes of the ANOVAs that were run with the dichotomized variable were about half of the regression effect sizes run with the unaltered independent variable. Each of the effect sizes after dichotomization would fit into a lower category, resulting in a serious underestimation of the substantive effect. (Contains 3 tables and 16 references.) (SLD)

ED 436 572 TM 030 434

McLean, James E.; McAlister, M. Khris; Rivera, Julie C.; Snyder, Scott W.
Electronic Decision-Making: A Potential New Methodology for Educational Research.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).

ED 436 594   UD 033 195

Kivel, Paul
Boys Will Be Men: Raising Our Sons for Courage, Caring and Community.
PUB DATE- 99
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Consumer Education; *Cultural Awareness; Democracy; Foreign Countries; Homosexuality; *Males; *Multicultural Education; Public Policy; Racial Discrimination; Sex Education; Social Class; Violence

This book offers practical advice on how to rear sons to become the kind of men needed for a multicultural and democratic society. Suggestions are given for dealing with racism, homophobia, pornography, drugs, social class problems, consumerism, sex, and violence. The chapters are: (1) "Male Socialization"; (2) "The Big Picture"; (3) "Mothering, Fathering, and Co-parenting: What Gets in Our Way?"; (4) "Challenging Homophobia"; (5) "Dealing with Racism"; (6) "Getting Started"; (7) "Finding a Place in the Natural World"; (8) "Looking after Ourselves"; (9) "Family Life"; (10) "From Competition to Cooperation: Democracy in the Classroom"; (11) "Sports"; (12) "Ability and Disability"; (13) "Violence"; (14) "Drugs"; (15) "Relationships with Women"; (16) "Relationships with Other Males"; (17) "Sexual Relationships"; (18) "Consumerism"; and (19) "Public Policy." (Contains 59 endnotes and a list of 388 resources, including resource organizations). (SLD)

ED 436 595   UD 033 196

Crowson, Robert L.; Boyd, William Lowe
New Roles for Community Services in Educational Reform. Publication Series No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Community Services; Educational Change; Elementary Secondary Education; Neighborhood Improvement; Nontraditional Education; *Partnerships in Education; *School Role; *Urban Schools
IDENTIFIERS- *Reform Efforts

The rediscovery of a role in extending social organization and bringing "order" to distressed neighborhoods has become an educational reform motif in the United States. A full-service school that links education and other support services can contribute to the social capital needed to improve children's learning. While it is a laudable concept, the full-service school is in conflict with many 20th century traditions, such as bureaucratization, professional distancing, fragmented and categorical programming, and only weak partnerships among educators and families and communities. The results of coordinated children's service initiatives in the United States

Context of Primary Education" (Jennifer Clancy); and (16) "Yankee Imperialism and Imperialist Nostalgia" (Mariella Squire-Hakey). Part 5, "Identity Theory," includes: (17) "The Multiracial Contribution to the Psychological Browning of America" (Maria P.P. Root); (18) "Made in the U.S.A." (David Theo Goldberg); (19) "Mestizo Identity" (Linda Alcoff); (20) "Race and Racism" (Debra A. Barrath); (21) "Ethnic Transgressions: Confessions of an Assimilated Jew" (Laurie Shrage); and (22) "Life after Race" (Naomi Zack). Contains a select bibliography and an index. (SM)

ED 436 617   UD 033 223

Brazil, Robert D.
Beyond This Place, There Be Dragons. The Chicago Public Schools Probation Process.
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; #Accountability; Administrator Role; #Educational Improvement; Elementary Secondary Education; Principals; #Probationary Period; Public Schools; School Administration; #School Responsibility; Urban Schools
IDENTIFIERS- #Chicago Public Schools IL

This book explains how the Chicago Public Schools use accountability and probation to promote school improvement. When schools do not measure up, they are placed on probation. The probation is intended to help schools find and carry out solutions to the problems they have been unable to solve on their own. The book focuses on probation as it has been applied in two high schools and one elementary school. Chapter 1, "The Beginning," explains that if teachers continue to do the same things, it is unlikely that student performance will improve. This chapter offers the ABCs of basic school administration. Chapter 2, "Organizing for Action," describes how the three schools run. Chapter 3, "School Plans for Improving the Schools," presents the three schools' preliminary reports on where they thought they were headed and their final reports. Chapter 4, "Internal Organization, Progress and Planning," presents information from the two high schools. Chapter 5, "The Department of Accountability Chicago Public Schools," describes the role and work of the Department of Accountability. Chapter 6, "Enter the Dragon," presents news reports on progress and decisions made by the Chicago Board of Education. A conclusion section discusses the first semester (1997). (SM)

ED 436 618   UD 033 224

Quality of Death Rates by Race and Hispanic Origin: A Summary of Current Research, 1999. Vital and Health Statistics. Series 2: Data Evaluation and Methods Research. No. 128.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; Data Interpretation; Death; Hispanic Americans; #Mortality Rate; Quality Control; Racial Differences; #Racial Factors; Reliability; Research Methodology; Statistical Analysis; Tables (Data)
IDENTIFIERS- National Center for Health Statistics

ED 436 306 PS 028 179

Hembra, Richard L.
Child Support Enforcement: Effects of Declining Welfare Caseloads Are Beginning To Emerge. United States General Accounting Office Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Child Support; *Program Costs; Program Evaluation; State Federal Aid; *State Programs; Tables (Data); *Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Support Enforcement; Temporary Assistance for Needy Families

As a condition of receiving federal Temporary Assistance for Needy Families (TANF) funds, states are required to operate Child Support Enforcement (CSE) programs. Families receiving TANF are required to participate in the CSE program; families not receiving TANF may also request CSE services. However, since 1994, an increasing number of states have begun to pay out more to operate their CSE programs than they receive back in reduced welfare caseloads. At the request of the U.S. House subcommittee on Human Resources, the Government Accounting Office sought to determine how CSE welfare collections had changed since 1994, and how declines in CSE welfare collections have affected CSE program funding. Annual report data from the Office of Child Support Enforcement were analyzed, and interviews were conducted with CSE officials in seven states experiencing declines in their retained collections. The study found that despite significant declines in TANF caseloads and CSE welfare caseloads, total state CSE welfare collections nationwide increased 11 percent between 1994 and 1997. While declines in CSE welfare cases might have been expected to lower CSE welfare collections for the states and federal government, the program's ability to intercept more money from delinquent noncustodial parents' income tax refunds more than offset the effects of the caseload declines. Although declining caseloads have resulted in lower retained collections in seven states, CSE officials in these states said the decline did not negatively affect their CSE program funding; the way a state chooses to finance its CSE program determines its sensitivity to fluctuations in CSE welfare collections. It was recommended that Congress require states to charge a minimum percentage service fee for each successful non-welfare CSE collection to offset cost shifts caused by declining caseloads. (Contains 5 appendixes of data.) (HTH)

ED 436 307 PS 028 180

Caserone, Bernard, Ed.
Resilience Guide: A Collection of Resources on Resilience in Children and Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

Lawrence, Barbara Kent
Praxis to Practice: Putting Qualitative Methods To Work for Rural Education.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Qualitative Research in Rural Education Conference (1st, Morgantown, WV, May 20-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Action Research; *Educational Research; Elementary Secondary Education; Ethics; Higher Education; Objectivity; *Qualitative Research; Rural Education; *Theory Practice Relationship
IDENTIFIERS- *Research Ethics; Researcher Subject Relationship

This paper examines issues and areas of concern for the educational researcher moving from the relative safety of academic research to the more perilous arena of practice-oriented or action-oriented qualitative research. The first question is one of purity or objectivity: giving credibility to research results by imposing adequate rigor on methods and interpretation to offset the agenda of a financial supporter or to balance the researcher's own perspective or ambitions. The second question regards the ethics of research. The action researcher has no more license to harm than does the academic researcher. It is argued that the applied or action researcher must have higher standards of ethics as the research subjects will not be anonymous and their lives or careers could be negatively affected. Next is the question of power--the aura around "research" that elevates the researcher over his or her subjects, as well as the power of the qualitative research process to distort the researcher's perspective and judgment. Finally, there are the double questions of applicability and accountability. The action researcher must face not only the prospect of sharing research findings but also of seeing those findings tested and applied. Seven questions are posed to researchers concerning how to put qualitative methods to work for rural education. A table compares 10 aspects of academic, pedagogical, and applied/action research. (SV)

ED 436 327   RC 022 159

Howley, Craig
If It Ain't Big, Don't Break It.
PUB DATE- 99
NOTE- 34p.; Keynote address at the Fall Forum of the College of Human Resources & Education, West Virginia University (Morgantown, WV, November 5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anti Intellectualism; Efficiency; Elementary Secondary Education; *Equal Education; Functional Literacy; Opinion Papers; *Role of Education; *Rural Education; *School Size; Small Schools

This speech is about respect for small things and suggests that schooling could benefit from the care and attention enabled by a smaller scale. Among the points made are that, yes, all children can learn, but that is no big deal. Schooling should and out-of-classroom activities are also presented to assist in developing hands-on environmental science lessons for students. These suggested activities are presented as lesson plans and are designed to be easily adaptable to the Frameworks for Mathematics, Science, and Technology program currently being promulgated by the New York State Education Department. They can also serve as the starting point for student-produced work presented in portfolios or incorporated into performance-based/authentic assessment activities. (Contains approximately 75 resources.) (CCM)

ED 436 345 SE 061 298

Jones, Leslie S.; Letts, Will; Lewis, Bradford; Rodriguez-Munoz, Marisol
Working and Learning on the Margins: Experiencing Doctoral Programs in Science Education as Nontraditional Graduate Students.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Programs; Ethnicity; Graduate Students; Higher Education; *Minority Groups; *Nontraditional Students; Race; Racial Bias; *Science Education; Sex Bias; *Social Bias; Student Experience; Student Needs

This document summarizes an interactive symposium on the experiences of nontraditional graduate students in science education doctoral programs. Two of the authors were graduate students and two were very recent graduates now in faculty positions. By virtue of their academic/political interests if not their personal differences, they acknowledged that their scholarship as graduate students was necessarily located outside the mainstream discourse of the science education community. The authors are committed to focus their efforts on new areas of educational research. They recount pressures to assimilate into the organized system of higher education, but they all have found it necessary to resist and maintain their individualism. The authors argue that it is the uniqueness of their peripheral status that provides the crucial impetus for the original contributions that they plan to make to science education. (Contains 16 references.) (WRM)

ED 436 346 SE 061 320

Excellence in Environmental Education--Guidelines for Learning (K-12).
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Elementary Secondary Education; *Environmental Education; Resource Materials

This document provides students, parents, educators, responsibilities and the role of assessment in supporting instruction and content. (Contains 23 references.) (ASK)

ED 436 371 SE 062 256

Ediger, Marlow
Reading Comprehension in the Science Curriculum.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Learning STrategies; *Reading Comprehension; Reading Skills; Science Activities; *Science Curriculum; *Scientific Literacy; Teaching Methods

Science teachers need to be teachers of reading since the act of being able to read and comprehend is necessary in problem solving. There should be a variety of learning opportunities in ongoing lessons and units of study, and reading subject matter is one important facet of achieving. This paper offers several learning strategies that student teachers and cooperative teachers used for helping students comprehend science subject matter more thoroughly. (CCM)

ED 436 372 SE 062 307

Earthquakes and Tsunamis. High School Teacher's Guidebook and High School Textbook.
PUB DATE- 98
NOTE- 158p.; For other documents in series, see SE 062 309 and SE 062 311.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; *Earthquakes; Environmental Education; High Schools; Natural Disasters; *Plate Tectonics; Risk Management; *Safety Education; *Science Activities; Science and Society; Science Instruction; *Seismology; Teaching Guides
IDENTIFIERS- *Earth; *Tidal Waves

This teacher's guide and student text detail the causes and effects of earthquakes and tsunamis. In the teacher's guidebook, suggested activities for each section of the text book's chapters as well as answers to the chapter test problems are presented. Worksheet masters are also provided. Chapters in both books are: (1) "Outside and Inside the Earth"; (2) "The Earth's Crust on the Move"; (3) "Seismicity of the Earth and Volcanoes"; (4) "Tsunamis"; (5) "Seismicity of the Country"; and (6) "Earthquake and Tsunami Protection Measures". (WRM)

ED 436 373 SE 062 309

I Invite You To Know the Earth I. Elementary School 2nd to 4th Grade Teacher's Guidebook and Text for Elementary School 2nd to 4th Grade.
PUB DATE- 98
NOTE- 46p.; For other documents in series, see SE 062 307 and SE 062 311.

students to learn first grade math concepts. The manipulatives consisted of objects such as unifix cubes, personal chalkboards, work mats, and various other articles, which allowed the students to see the math that they were calculating. These students did not use any of the standard workbook pages. The standard curriculum used was the Mathematics Plus workbook by Harcourt Brace Jovanovich. This book does use manipulative concepts, but it was not supplemented with anything extra. Both methods of instruction were used with one first grade class. The methods were both used simulteneously but with different concepts; for example, the students were taught one concept using manipulatives and the second concept using the math workbook. Two methods of assessment were used during the study. The Knox County Math Skills Test was the first test given, and the second test was a Teacher Checklist Manipulative Evaluation that one of the teachers performed orally with each student. The Knox County test was a pencil and paper test that did not use any hands-on manipulatives. The Teacher Checklist was a test that was developed using solely the manipulatives that the students used during their manipulative concept. The students were asked to "show the teacher" each skill using the manipulatives. The concepts tested by the Teacher Checklist followed those tested by the Knox County Skills Test, but the student demonstrated them physically with the manipulatives used for learning. (Contains 16 references.) (CCM)

ED 436 396 SE 062 848

Science and Creationism: A View from the National Academy of Sciences. Second Edition.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creationism; Elementary Secondary Education; *Evolution; Higher Education; *Religion; Science Education; Teaching Methods

This edition of Science and Creationism summarizes key aspects of several of the most important lines of evidence supporting evolution. It describes some of the positions taken by advocates of creation science and presents an analysis of these claims. This document lays out for a broader audience the case against presenting religious concepts in science classes. The document covers the origin of the universe, Earth, and life; evidence supporting biological evolution; and human evolution. (Contains 31 references.) (CCM)

ED 436 397 SE 062 915

ET Worldwide: A Periodic Compendium of Environmental Education and Training Opportunities. No. 15.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Course Descriptions; *Environmental Education; Financial Support; Foreign Countries; Higher Education; *Program Descriptions
IDENTIFIERS- United Nations Environment Program

This document represents an extensively revised and updated

Science Instruction
IDENTIFIERS- *Phytoplankton

This guide, designed for students in grades 3-7, answers intriguing questions about phytoplankton, tiny drifters that have shaped our world. Invisible to the naked eye, phytoplankton are the source of our atmosphere, our climate, our ocean food chain, much of our oil supply, and more. They're also food for zooplankton. Photomicroscopy serves up tantalizing images of this "sea soup" for the book. Many of the photos were taken at Maine's Bigelow Laboratory for Ocean Science and the Darling Marine Center using an Axiophot 2 research microscope. (ASK)

ED 436 422 SE 063 034

Mathematics Seventh Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Computation; *Evaluation Criteria; Evaluation Methods; Geometry; Grade 7; Junior High Schools; *Mathematics Education; Number Concepts; Statistics
IDENTIFIERS- *North Carolina

This profile is designed to be a recording sheet for monitoring an individual student's progress throughout the school year. Seventh grade assessment materials and the Strategies for Instruction in Mathematics suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of the four levels of performance are presented. It is suggested that teachers record an evaluation (performance level) for each objective that is taught during a particular grading period. Student work, conversations with the student, and observations provide evidence for the evaluation of performance. Evaluations are based on the student's abilities to explain, model, and apply learning. (ASK)

ED 436 423 SE 063 047

Braund, Martin
The Development of Children's Ideas on Animal Classification, Form and Function; Is School Experience Becoming Increasingly Impoverished?
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Animals; *Biological Sciences; *Classification; Elementary School Students; Elementary Secondary Education; Foreign Countries; Science Education; Secondary School Students

This paper begins with a review of previous research into children's classification schema, specifically with regard to the concept of vertebrate/invertebrate, before citing the details of more recent findings with primary aged children. This research explores the concept of vertebrate/invertebrate and how ideas progress across primary and secondary school. Reasons for the apparent lack of awareness of form and function in animals is considered before making some suggestions for improvements that could be made in the science curriculum for primary schools. (Contains 18 references.) (NB)

ED 436 447   SO 030 851

Makin, Marion A.
Selections from a Humanities Unit on India. Fulbright-Hays Summer Seminars Abroad 1998 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; Curriculum Development; Developing Nations; Foreign Countries; High Schools; Humanities Instruction; Mythology; Non Western Civilization; Social Studies; Student Educational Objectives; Teacher Developed Materials
IDENTIFIERS- Hinduism; *India; *Indian Culture

Intended for high school students, two humanities lessons on India approach India from a "world cultures" perspective. In the first lesson, "Story Scrolls," pairs of students create and present stories from Hindu mythology using traditional methods. The lesson gives content objectives, skills objectives, and evaluation/assessment criteria, as well as background information on India, procedure for the activity, and iconography. In the second lesson, "Project Ganesh," students, working in groups of 3-4, research contemporary issues of importance to India and create a position paper that describes the current situation; examines the history of the issue; and then explores planned actions/changes that will affect the issue in the future. The lesson lists content objectives, skills objectives, and evaluation/assessment criteria, and provides background information and possible research topics. Contains 14 annotated references and selected resources. (BT)

ED 436 448   SO 030 852

Stewart, Elise
Tradition and Modernity: India's Quantum Leap into the 21st Century. Independent Curriculum Project. Fulbright-Hays Summer Seminars Abroad 1998 (India).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Background; Curriculum Development; Developing Nations; Educational Games; Foreign Countries; Futures (of Society); Junior High Schools; *Non Western Civilization; Social Studies; *World History
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *India; *Infrastructure

This lesson on India is suggested as a culminating activity to bring together previously taught units about infrastructure, Islam, Buddhism, Hinduism, ancient India, and contemporary India. The lesson's goals are to examine how a country's cultural background can influence change and to study the development of modern infrastructure. The students develop a board game that allows them to create as much infrastructure as evaluation plan is in place, the activities of which draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. It states that there is a team effort underway by all stakeholders in the project to positively effect the learning environment of all students. (BT)

ED 436 468   SO 031 239

Coufal, Kathy L.; Grandgenett, Neal F.
The Community Discovered: The Search for Meaning through the Integration of Art and Technology in K-12 Education. Evaluation Progress Report No. 2.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 47p.; For Evaluation Progress Report No. 1, see SO 031 238; for Evaluation Progress Report No. 3, see SO 031 240; for Evaluation Progress Report No. 4, see SO 031 241.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *Art Education; Budgets; *Curriculum Development; Disadvantaged Youth; Elementary Secondary Education; Evaluation Criteria; *Fine Arts; *Interdisciplinary Approach; Internet; Museums; Rural Education; Student Educational Objectives; Telecommunications; Urban Education
IDENTIFIERS- *Nebraska; Progress Reporting; *Technology Integration

This second evaluation progress report concerns a 5-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. The report states that the project's focus is to develop curriculum models of engaged student learning using technology and resources of the Information Superhighway, and that a special emphasis has been placed on serving disadvantaged students in rural and urban areas. It also states that the project is being conducted by the Westside Community Schools in Omaha, Nebraska, and that five art museums are currently involved. The report relates that the "Community Discovered" project is making consistent progress in its training, classroom integration, and evaluation activities. It explains that the project focuses on enhancing education by developing interdisciplinary constructivist curriculum units that deliver the arts and art resources to the classrooms of Nebraska and the world via use of the Internet. The report explains that the evaluation process is well underway, with evaluation-related data being collected and systematically reviewed for formative input into specific project objectives and related project activities. Evaluation design is carefully matched to project activities and provides a 5-year plan for both summative and formative review. The report states that while the content/intent of the original goals remains unchanged, the organization and numbering of these objectives has been altered slightly. Appendixes contain goals, objectives, and student activities. (BT)

ED 436 469   SO 031 240

Coufal, Kathy L.; Grandgenett, Neal F.
The Community Discovered: The Search for Meaning through the Integration of Art and Technology in K-12 Education. Annual Progress Report No. 3.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97

State Departments of Education; *State Standards; *Teacher Certification; Teamwork
IDENTIFIERS- Ohio

This document clarifies the credentials necessary for people who wish to work in various capacities with young children, focusing on the required early childhood teacher certification and/or licensure for programs under the responsibility of the Ohio Department of Education. The document covers the following areas: selected questions on teacher licensure for early childhood professionals; description of selected teacher licenses for teaching young children under the new teacher education and licensure standards; early childhood credentials earned from an approved teacher education program entered before September 1, 1998 and completed before September 1, 2002; early childhood credentials earned from an approved teacher education program entered after September 1, 1998; licensure requirements for early childhood education programs; early childhood programs in which an individual with a license issued under Teacher Education and Licensure Standards Chapter 3301-24 can teach; and an information sheet on the transition from certification to licensure. Related resources are provided. Appendix A discusses the National Association for the Education of Young Children and the Council for Exceptional Children/Division for Early Childhood standards. Appendix B discusses early childhood teams. (SM)

ED 436 489 SP 038 880

Ganser, Tom
Areas of Advice Seeking among Beginning Teachers in a Mentoring Program.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors
IDENTIFIERS- University of Wisconsin Whitewater

This study examined advice-seeking by beginning teachers. Researchers surveyed 128 beginning teachers and their mentors who were participants in the University of Wisconsin-Whitewater's Beginning Teacher Assistance Program, a university-based program that offers support to small- and medium-sized local school districts. Beginning teachers were asked to predict how often they would turn to their mentors for advice or help in 18 areas. Mentors were asked to predict how often their proteges would seek advice or help in the same 18 areas. Data analysis indicated that beginning teachers and their mentors generally overestimated how often they would come together to seek or give advice or help regarding the 18 areas represented in the survey. Help with policies and procedures and general support and encouragement remained prominent areas over the course of a year's program. The focus of mentoring tended to default to the areas of information about policy and procedures and support and encouragement. (SM)

ED 436 490 SP 038 881

Teachers; Teacher Role; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship

This study examined the relationship between theory and practice from the viewpoint of the high school English classroom. The study occurred in a small parochial high school with a college preparatory focus. The teacher under observation was a 14-year veteran of the school. The study examined educational practices through world views, called cognitive interests. Data collection involved: an interview with the teacher regarding her educational background, teaching experience, beliefs about teaching and learning, and metaphors to describe her work; observation of her classes; examination of documents (e.g., course syllabus, assignment sheets, and progress reports); and data from the Butler's Cognitive Interest Inventory. Data analysis indicated a significant difference between the teacher's espoused theory and her practice. She professed a practical interest, believing that her main role was as facilitator, but she used terms that indicated a preference for showing and directing rather than facilitating. Her teaching of composition was the greatest indicator of the gap between espoused theory and practice, with students discouraged from deviating from the model she provided. Students showed frustration during the composition class. The school and parents provided the teacher with much positive reinforcement for her technical approach in the classroom. An interview transcript and course materials are appended. (SM)

ED 436 510   SP 038 901

Volkman, Beatrice K.; McMahon, Rebecca
Future Teachers' Perceptions of Discipline.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Discipline; Elementary Education; Guidance; Higher Education; Preservice Teacher Education; Punishment; Student Behavior; *Student Teacher Attitudes; Student Teachers; Teacher Role

This study investigated preservice teachers' perceptions of discipline, using questionnaires and followup interviews to obtain insight into their views regarding guidance, discipline, and punishment, as well as influences contributing to the formation of these views. The questionnaire included five demographic items and five open-ended questions. Participants were undergraduate students majoring in elementary education at two public universities. All participants responded to the questionnaire before beginning student teaching. Questionnaires were individually analyzed by two researchers to identify patterns or similarities. Findings from a collaborative analysis of researchers' notes served as the basis for developing three semi-structured interview questions. Interviews were conducted with 20 respondents who indicated interest in further participation in the study. The results support the conclusion that most preservice teachers can clearly define guidance in positive terms of modeling and leading. However, conspicuously absent from their definition is any reference to the task of the classroom teacher to foster the development of self-control and socialization skills and to create the context for positive discipline. Students readied by

(ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Diversity (Faculty); Diversity (Student); Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Schools; Student Characteristics; Student Teachers; Teacher Characteristics; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- ERIC Digests

This Digest examines U.S. teacher supply and demand, including projections for the next 10 years. For the past 10 years, the supply of public elementary and secondary school teachers has grown. Currently, the number of teachers in the United States is 3.1 million, 2,666,034 of whom teach in public schools. The number is projected to increase by 1.1 percent annually to a total of 3.46 million by 2008. The projected demand for teachers may outpace the projected growth in the supply. Some researchers estimate that districts will have to hire 200,000 teachers annually over the next decade to keep pace with rising student enrollments and teacher retirements. Other researchers note that shortages are limited to particular regions and communities. Urban and poor communities will have the greatest need for teachers. Most teachers are female and white, while 35 percent of their students are minorities. From 1989-1995, enrollment in teacher education institutions increased by 5.5 percent. The largest increases occurred among Asian/Pacific and Hispanic Americans. Most students in teaching schools and colleges were white and female. The distribution of teachers across states and regions is uneven. Some states typically produce more teachers than they need while others need more than they produce. This maldistribution also exists within states, partly due to salary discrepancies. (Contains 8 references.) (SM)

ED 436 530 TM 026 199

Whitener, Summer D.; Rohr, Carol L.; Fondelier, Sharon E.
Schools and Staffing Survey 1990-91: Data File User's Manual. Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks: Administrators, Schools, and Teachers.
PUB DATE- 94
NOTE- 793p.; For volumes II and III, see ED 435 733-734.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; American Indians; *Coding; Data Analysis; *Elementary Secondary Education; National Surveys; Response Rates (Questionnaires); Sample Size; Sampling; *School Personnel; *Teachers; Tribally Controlled Education; User Needs (Information)
IDENTIFIERS- *Bureau of Indian Affairs Schools; Data Files; *Schools and Staffing Survey (NCES)

This codebook is one of a series designed to document the data collection of the 1990-91 Schools and Staffing Survey (SASS). The series contains the variable names and position numbers for all survey and sampling data. All data have been imputed to of a well-defined target group, usually a minimally competent candidate (MCC), will perform on each item on a test. Item performance estimates are difficult for panelists to make accurately; however, the validity of these performance standards rests on the ability of the panelist to conceptualize the skills and abilities of the MCC accurately and make accurate performance estimates. This study investigated the utility of a strategy to aid in the conceptualization of the MCC. Panelists were asked to envision the MCC and the typical student, and then make performance estimates, first for the typical student and then for the MCC. Results showed that the strategy resulted in significantly lower performance standards than did the traditional approach. Validity data were used to evaluate the accuracy of the judgments resulting from the experimental and traditional approaches. More research is needed to clarify the utility of concept-focusing strategy on the judgmental performance standards. (Contains 2 tables and 10 references.) (Author/SLD)

ED 436 549   TM 028 388

Linacre, John M., Ed.
Rasch Measurement Transactions, Part 1.
PUB DATE- 95
NOTE- 192p.; "Based on 'Rasch Measurement Transactions' vol. 1:1-vol. 4:1, edited by Richard M. Smith, vol. 4:2-vol. 5:4, edited by John M. Linacre, with the guidance of Benjamin D. Wright." For part 2, see TM 028 389.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; *Item Response Theory; Mathematical Models; *Measurement Techniques; Tables (Data); Test Construction; *Test Items
IDENTIFIERS- *Rasch Model

This volume and its companion, "Part 2," bring together transactions of the Rasch measurement special interest group of the American Educational Research Association. This volume opens with a discussion of the early years in Rasch measurement and then presents the "transactions" in chronological order, from a 1987 discussion through the winter 1992 volume. Four issues of the "Transactions" are presented for each of volumes 1 through 5 in this book. Volumes 6 through 8 are in Part 2. The Table of Contents lists articles by author and volume, and an author index is included. Individual articles contain tables and figures, but the 172 references are grouped. (SLD)

ED 436 550   TM 028 389

Linacre, John M., Ed.
Rasch Measurement Transactions, Part 2.
PUB DATE- 96
NOTE- 404p.; "Based on 'Rasch Measurement Transactions," vol. 6:1-vol. 8:4, edited by John M. Linacre, with the guidance of Benjamin D. Wright." For Part 1, see TM 028 388.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; *Item Response Theory; Mathematical Models; *Measurement Techniques; Tables (Data); Test Construction; *Test Items
IDENTIFIERS- *Rasch Model

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Decision Making; Educational Policy; *Educational Research; *Electronic Mail; Kindergarten; Kindergarten Children; *Online Systems; Primary Education; Research Methodology; *School Readiness; Urban Schools
IDENTIFIERS- *Experts

An electronic decision making process was studied as an approach to an educational problem. Data suggested that students beginning kindergarten in large southern urban areas were not prepared cognitively or socially for a successful school experience. Twenty experts in early childhood education were invited to attend one of two sessions in a university business school team decision productivity laboratory. During each session the participants were asked to identify the key characteristics of an ideal prekindergarten education program, rate the characteristics of the entire group, and identify programs they felt best embodied these characteristics. Both groups arrived at similar key characteristics of effective key programs and produced numerous examples of these programs. The power of the decision laboratory was seen in the collaborative work process. Using networked computers, participants contributed ideas and opinions on the prompts, simultaneously and anonymously, during electronic brainstorming. The technology also enabled participants to rate or rank all responses, accelerating group consensus while eliminating group intimidation. Appendixes describe the group systems software used and outline the Birmingham, Alabama, goals for school readiness for all children. (Contains 11 references.) (SLD)

ED 436 573 TM 030 435

Miller, Edith A.; Pascoe, Donna E.
A Personality Dynamics Model for the Self-Evaluation Component of Personal and Professional Development.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Faculty Development; Higher Education; Individual Development; Models; *Personality; *Self Evaluation (Individuals)

An evaluation model was designed to be a self-evaluation component to be used in conceptualizing and implementing personal and professional development plans. The personality dynamics model itself, beyond its theoretical bases, includes the following techniques to assist the individual in the self-evaluation process leading to plan development: journaling, shadowing, and spiritual guidance. These techniques can be supplemented by others more specific to a particular personality perspective. The second step in the self-evaluation process involves the use of these techniques and others in the development activities and supplementation of the activities with mentoring and coaching as the individual implements his or her plan. The model in its development form has four dimensions: (1) the overarching theoretical frame of reference;

have been mixed, with evidence that the changes promised by the concept of full-service schooling threatens many institutionalized features of U.S. schooling. Even more demanding is the idea that the schools should now play an active role in the revitalization of their communities. The added issues addressed in a transition toward "enterprise" schools performing this reform function are major. To accomplish these goals will take a serious rethinking of school, community, and family connections. The issue comes down to a question of how to join aspects of the two competing strategies, professional coordinated services and community development and empowerment, into workable approaches for schools in partnership with parents, community organizations, and other agencies. The best answer is to encourage experimentation to explore the potential of enterprise schools and alternative strategies to the joining of the two strategies. (Contains 58 references.) (SLD)

ED 436 596 UD 033 197

Wang, Margaret C.; Wong, Kenneth K.; Kim, Jeong-Ran
A National Study of Title I Schoolwide Programs: A Synopsis of Interim Findings. Publication Series No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.; Collaborating investigators: Patricia Ceperley, Michele Martinez, William Yancey, Deborah Childs-Bowen, and Gail Sunderman.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Federal Legislation; Policy Formation; Poverty; Program Effectiveness; Program Evaluation; Research Design; *School Effectiveness; *Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I

The National Study of Effective Title I Schoolwide Programs was initiated to address the lack of information on how schoolwide programs affect teaching and learning and student outcomes and to develop a critical empirical base for strengthening the implementation of Title I programs in service of students in high poverty schools. This paper provides an overview of findings from the preliminary analysis of the study's first year database. In the first section, the rationale and the extant research base on Title I schoolwide programs that provided the research are discussed. In the second section, the study's research design and findings from the preliminary analysis are presented. During the 1997-98 school year, researchers gathered data from 33 schools in 9 urban districts and 4 countywide districts. Of these, 17 were considered more effective schools, and 16 were identified as less effective schools. The concluding section of the paper contains an exploratory discussion of implications for policy development in light of the upcoming Title I reauthorization. The preliminary findings from this project suggest the need for closer links between the federal government and school districts in helping schoolwide programs develop coherent instructional strategies. These federal initiatives constitute what is termed "procedural accountability" in Title I schoolwide policy. Procedural accountability is a useful way to measure the extent to which knowledge is used effectively to meet the legislative expectations of the Title I program. An appendix discusses the research design and the coordination of

This report summarizes current knowledge and research on the quality and reliability of death rates by race and Hispanic origin in official mortality statistics of the United States produced by the National Center for Health Statistics (NCHS). It provides a quantitative assessment of bias in death rates by race and Hispanic origin and identifies areas for targeted research. Death rates are based on information on deaths from death certificates filed in the states and compiled into a national database by NCHS, and on population data from the Census Bureau. Researchers summarized selected studies of race/Hispanic origin misclassification and undercoverage on deaths and population. They made estimates on the separate and joint bias on death rates by race and Hispanic origin from the two sources. They made simplifying assumptions about the stability of the biases over time and among age groups. Original results are presented using an expanded, updated database from the National Longitudinal Mortality Study. Death rates for all groups show net effects of race misclassification and undercoverage. For whites and blacks, published death rates are overstated in official publications by 1.0 percent and 5.0 percent, respectively, resulting mainly from undercounts in the census. Death rates for other minority groups are understated as follows: American Indians, 21 percent; Asian or Pacific Islanders: 11 percent; and Hispanics, 2 percent. (SM)

ED 436 619   UD 033 225

Just the Facts about Sexual Orientation & Youth. A Primer for Principals, Educators and School Personnel.
SPONS. AGENCY- National Education Association, Washington, DC.; National Association of School Psychologists, Washington, DC.; National Association of Social Workers, Washington, DC.; American Federation of Teachers, Washington, DC.; American Psychological Association, Washington, DC.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Civil Rights; Educational Legislation; Equal Education; *Homosexuality; Principals; *Psychotherapy; Public Schools; *Religion; Secondary Education; Students; Teachers
IDENTIFIERS- Religious Practices; *Sexual Orientation

This fact sheet, developed by a group of education, health, mental health, and religious organizations, provides information on the development of sexual orientation in youth and the issues raised by reparative therapy and transformational ministry. Section 1, "Sexual Orientation Development," describes how individuals develop their sexual orientation, focusing on the sexual development of gay, lesbian, and bisexual adolescents. Section 2, "Reparative Therapy," describes reparative therapy (also known as conversion therapy) as psychotherapy aimed at eliminating homosexual desires. It is based on an understanding of homosexuality that has been rejected by all of the major health and mental health professions. Section 3, "Transformational Ministries," describes transformational ministry as the use of religion to eliminate homosexual desires. This section notes that this view of homosexuality as outside of God's will is not representative of the views of all people of faith. Section 4,

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Children; *Coping; *Emotional Adjustment; Family Environment; *Family (Sociological Unit); Parent Influence; Personality Development; *Resilience (Personality); Rural Areas; Teacher Role; Urban Areas; Victims of Crime
IDENTIFIERS- ERIC Clearinghouse on Elementary Early Child Educ; ERIC Digests; Web Sites; Witnesses to Violence

This guide offers a collection of resources gathered as part of the effort to create the ResilienceNet Web site on the resilience of children and families. The introduction to the guide describes the partnership between ASSIST INTERNATIONAL, INC. and the ERIC Clearinghouse on Elementary and Early Childhood Education that led to the development of the ResilienceNet Web site. The introduction also offers a definition of resilience. The Selected Readings section of the guide reprints four papers and four ERIC digests on resilience: (1) "A Guide to Promoting Resilience in Children" (Edith H. Grotberg) divides resilience-promoting factors into categories that refer to children's external supports, personal strengths, and interpersonal skills, and explains how certain actions help or hinder the development of resilience; (2) "Developing Resilience in Urban Youth" (Linda F. Winfield) identifies characteristics of resilient children and examines children's experiences during critical transitions; (3) "A Framework for Practice" (Bonnie Benard and Kathy Marshall) discusses a training program for staff who work with children; (4) "Exploring the Dynamics of Resilience in an Elementary School" (Saundra Murray Nettles and Frances P. Robinson) examines the processes of resilience in students at an urban elementary school; (5) "Fostering Resilience in Children" (Bonnie Benard) identifies protective factors that enable children to manifest resilience; (6) "Turning It Around for All Youth" (Bonnie Benard) describes how educators and schools can foster resiliency; (7) "Cultivating Resilience" (Mary Finley) interprets, for application in rural areas, research findings that suggest ways schools and communities can protect children from various threats; and (8) "Violence and Young Children's Development" (Lorraine B. Wallach) examines the developmental consequences for children who are victims or witnesses of violence. The guide then highlights the ResilienceNet Web site and provides an annotated list of Web sites that address resilience. The guide concludes with two annotated bibliographies on the resilience of children and families. (BC)

ED 436 308   PS 028 181

Preece, Laurel, Ed.
ERIC/EECE Newsletter, 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 14p.; For 1994-1998 ERIC/EECE Newsletters, see ED 425 022. Published twice yearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Childhood Needs; Classroom Techniques; Cognitive Style; *Day Care; Early Childhood Education; Evaluation Methods; *Student Evaluation; *Young Children

contribute to their education, but schooling is far from being identical with education. Learning requires sharing, but in a society organized to restrict sharing quite stringently, the practices of schooling are likely to cultivate miseducation and, in fact, have been structured to do so. Whatever the case with social and economic structures, however, parents and communities enjoy a greater interest and stake in the education of their children than anyone else and will defend those interests ferociously. Educators can help them instead of putting barriers in their way. All too often, the most challenged part of the population is given the fewest educational resources. Studies in seven states show that increased size of schools and districts decreased achievement in impoverished communities but increased achievement in affluent communities. Thus, school consolidation conveniently benefits the children of the most powerful groups. As a related point, society's emphasis on economics has led to a lack of adults and adult attention in children's lives. Lack of care and attention is also related to anti-intellectualism--an emphasis on "what works" faster and cheaper rather than on the slow cultivation of intellect. (Contains 23 references.) (SV)

ED 436 328 RC 022 160

Swanson, Linda L., Ed.
Racial/Ethnic Minorities in Rural Areas: Progress and Stagnation, 1980-90.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Disadvantaged; Educational Attainment; Educational Status Comparison; Employment; Hispanic Americans; Income; *Minority Groups; *Population Trends; *Poverty; *Rural Areas; *Rural Population; *Social Indicators; Socioeconomic Status

Rural minorities lag behind rural Whites and urban minorities on many crucial economic and social measures. This collection of 10 papers examines rural Black, Hispanic, Native American, and Asian and Pacific Islander populations and their economic well-being in the 1980s, an economically difficult decade for rural areas. Results show minimal minority progress as measured by changes in occupation, income, and poverty rates. However, the type and speed of progress were quite different among minority groups and between men and women of the same minority group. Results show considerable diversity among groups in the characteristics associated with poor economic outcomes. These characteristics included unemployment, low English proficiency, concentration in agricultural employment, low educational attainment and skill levels, and geographic isolation. Following an introduction by Linda L. Swanson, the papers are: "Education and Rural Minority Job Opportunities" (David A. McGranahan, Kathleen Kassel); "The Ethnic Dimension of Persistent Poverty in Rural and Small-Town Areas" (Calvin L. Beale); "Rural Child Poverty and the Role of Family Structure" (Linda L. Swanson, Laarni T. Dacquel); "Age and Family Structure, by Race/Ethnicity and Place of Residence, 1980-90" (Carolyn C. Rogers); "Increasing Black-White Separation in the Plantation South, 1970-90" (John B. Cromartie, Calvin L. Beale); "Trends in Occupational Status among Rural Southern Blacks" (Robert M. Gibbs); "Education and the Economic Status of Blacks" (Margaret A. Butler); "Hispanics in Rural America:

administrators, policy makers, and the public with a set of common guidelines for environmental education. These voluntary guidelines are intended to aid state and local efforts to provide quality environmental education. The guidelines suggest expectations for learner performance and achievement in grades K-4, 5-8, and 9-12; foster the development of effective and comprehensive environmental education programs and curricula; point the way toward using environmental education as a means for meeting the standards set by the traditional disciplines and providing students with opportunities to synthesize knowledge and experience across disciplines; and provide a common understanding of the aims of environmental education to ground collaborative educational efforts. (Appendices contain an annotated list of resources that informed the Guidelines.)(CCM)

ED 436 347   SE 061 524

Essary, Catherine; Kari, Amy; Rummelsburg, Judy; Gillan, Connie;
  Kysh, Judy
What Makes a Good Elementary Mathematician? Teacher-Research
  Report for 1996-1997.
PUB DATE- 98
NOTE- 38p.; "Results of research conducted with Presidential
  Grant on Education from the University of California Office of
  the President, 1996-97."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School
  Mathematics; Evaluation; Evaluation Methods; Evaluation Needs;
  *Mathematics Achievement; *Mathematics Education

This research attempts to look for ways to assess elementary school students in mathematics, to discover what they can do, and what they understand. It aims to establish benchmarks for student progress in grades 1 through 5 and to begin a process for identifying students who are at risk for failure in mathematics. This paper presents each teachers' reports explaining their experiences and findings. Results indicate the importance of both efficiency with skills and good use of problem solving strategies in developing good elementary mathematicians. (ASK)

ED 436 348   SE 061 525

Kysh, Judith
Discourse in Small Groups in an Algebra 1 Class.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Classroom Communication; Communication
  (Thought Transfer); *Cooperative Learning; *Discourse Modes;
  Group Discussion; High Schools; Mathematics Instruction

The purpose of this study was to examine the discourse in two different group-work contexts in a diverse Algebra 1 class to better understand what and how students working in small groups learn through talking about mathematics. The researcher gathered data in four categories: participant observation, interviews, collection of artifacts, and reflections. Results show that the cooperative groups discussed the theme in the problems, but they took longer to get the problems done due to checking and double checking and then checking with the

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Earthquakes; Elementary Education; Environmental Education; Natural Disasters; Oceanography; Plate Tectonics; Risk Management; *Safety Education; Science Activities; Science and Society; Science Instruction; *Seismology; Teaching Guides; *Volcanoes
IDENTIFIERS- *Earth; *Tidal Waves

This student text is designed for grades 2-4 and explores various earth science topics. A cartoon character named Tommy Tsumi explains earth facts and concepts throughout the text. Activities, materials, and learning objectives for each unit in the textbook are provided in the teacher's guide. Units in both include: (1) "What Does Our Earth Look Like?"; (2) "I Invite You to Know the Inside of the Earth"; (3) "Earthquakes and Tsunamis"; (4) "What is a Natural Hazard?"; and (5) "Basic Prevention Rules in Case of Natural Hazards". (WRM)

ED 436 374 SE 062 311

I Invite You To Know the Earth II. 5th to 8th Grade of Preparatory School Teacher's Guide and 5th to 8th Grade of Preparatory School Textbook.
PUB DATE- 98
NOTE- 65p.; For other documents in series, see SE 062 307 and SE 062 309.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Earthquakes; Intermediate Grades; Junior High Schools; Natural Disasters; Oceanography; Plate Tectonics; Risk Management; *Safety Education; Science Activities; Science and Society; Science Instruction; *Seismology; *Volcanoes
IDENTIFIERS- *Earth; *Tidal Waves

The student textbook is designed for grades 5-8 and explores various earth science topics. A cartoon character named Tommy Tsumi explores earth facts and concepts throughout the text. Activities, materials, and learning objectives for each unit in the textbook are presented in the teacher's guide. Units in both books include: (1) "The Outside of the Earth"; (2) "The Interior of the Earth"; (3) "Earthquakes and Volcanoes"; (4) "Tsunamis"; and (5) "Tsunami Protection Measures". (WRM)

ED 436 375 SE 062 334

Ediger, Marlow
The Creative Mathematics Teacher.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Activities; Elementary Secondary Education; *Mathematics Instruction; *Mathematics Teachers; *Teacher Characteristics; Teaching Methods

United Nations Environment Programme (UNEP) Directory for Environmental Training Worldwide. It presents a listing of environmental education and training (EE&T) opportunities around the world as well as information on financial assistance for environmental studies abroad. This version has more than 430 courses and programs offered by 112 universities and other training institutions in 33 countries in five regions. The list contains information from all regions beginning with Africa and Asia/Pacific, followed by Europe, Latin America, North America, and Global. Countries, with university and course information, appear in alphabetical order within each region. The second section contains general information on how to seek financial assistance for studies and a list of possible sources of fellowships. (ASK)

ED 436 398 SE 062 938

Journey to Planet Earth: Land of Plenty, Land of Want. The Public Television Series. Videotape .
PUB DATE- 99
NOTE- 0p.; Also comes with a six-page study guide. "Narrated by Kelly McGillis." For other "Journey to Planet Earth" videotapes, see SE 062 946-947.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Agriculture; Climate; *Ecology; *Environmental Education; Farm Management; Food; Foreign Countries; *Global Approach; Natural Resources; *Physical Environment; Pollution; Population Growth; *Science and Society; Science Education; Secondary Education; Social Studies; Sustainable Development; Videotape Recordings
IDENTIFIERS- China; France; Zimbabwe

This videotape gives students the opportunity to view farming practices in four distinctly different countries: Zimbabwe, France, China, and the United States. By viewing farming methods throughout the world and studying the different challenges facing the world's farmers, students will be able to appreciate the commonality of all farmers--they all live on a thin edge, vulnerable to the forces of nature and the conditions of pollution, population, and politics imposed by society. The tape is accompanied by a study guide that includes learning objectives, previewing activities, postviewing activities, suggestions for group discussion and questions, and ideas for special projects. (WRM)

ED 436 399 SE 062 946

Journey to Planet Earth: Rivers of Destiny. The Public Television Series. Videotape .
PUB DATE- 99
NOTE- 0p.; Also comes with an 11-page study guide. "Narrated by Kelly McGillis." For other "Journey to Planet Earth" videotapes, see SE 062 938 and 947.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Climate; Drought; *Ecology; *Environmental Education; Foreign Countries; Global Approach; *Natural Resources; *Physical Environment; *Science and Society; Science Education; Secondary Education; Social Studies; Sustainable Development; Videotape Recordings; Water Resources
IDENTIFIERS- Asia; Jordan; *Rivers

ED 436 424 SE 063 048

Haecke, Frank; van Duin, Simone; de Laat, Mieke
Independent Learning: Numeracy Developments in ABE Practice.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Computation; *Constructivism (Learning); Foreign Countries; Learning Theories; *Mathematics Instruction; Number Concepts; *Numeracy
IDENTIFIERS- Netherlands

This document presents information on open learning environments in Adult Basic Education in The Netherlands. It focuses on the role of teacher, tutorial, progress, and evaluation methods. Several task groups address the four dimensions in a learning environment: accommodation, time, infrastructural, and social psychological. Through independent learning, the student has to take the responsibility for his learning in a very open and aware manner. During the learning process, he must be aware of the way in which he learns, what he learns, and why he learns. For educators, their way of thinking has to be reversed. Instead of suppliers who offer what they think is necessary, they have to become educators who listen to the demands so that their teaching is flexible and individual. (ASK)

ED 436 425 SE 063 050

van Groenestijn, Mieke
Constructive Numeracy Teaching as a Gateway to Independent Learning.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Constructivism (Learning); Foreign Countries; Learning Theories; *Mathematics Instruction; Number Concepts; *Numeracy
IDENTIFIERS- Netherlands

There is a new wave going on in the Dutch Adult Education, similar to the ideas of Open Learning Centers in Further Education in Great Britain. The intention of this movement is to structure adult education in a way that it fits everyone. That means: more flexible programs, more individual education, more teacher independent learning, and more grading by certificates at different levels. People must be able to study in their own way, time and pace. The basic idea of the new system is Independent Learning. Some starting points of Constructivism can be a base for independent learning. In that way, practitioners may wonder how Constructivism and Realistic Mathematics Education (RME) can be a gateway to independent learning in adult education. If practitioners are able to develop a numeracy program for Adult (Basic) Education, based on the learning principles of Constructivism and RME, then the students can be trained in learning to work more independently at the same time. (Contains 11 references.) (Author/ASK) possible. Directions for the game's creation are given in the lesson, as well as a list of the materials needed and project evaluation standards. Resources listed include videos (2), books (4), study prints (3), and slides (1). A relevant list of vocabulary terms on Islam, Hinduism, Buddhism, and India also is provided. (BT)

ED 436 449   SO 030 866

Schuker, Ron; Singleton, Laurel R.
Service Learning in the Middle School Curriculum: Staff Development Handbook.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; *Middle Schools; *Service Learning; Social Studies; *Training Methods

This staff development handbook is intended to help teachers and other professionals prepare, design, and lead staff development programs for middle school educators interested in augmenting their curriculums with service. Designed to be used as a comprehensive guide to planning and delivering staff development training, the book suggests a thorough outline and numerous training strategies for planning and conducting service learning training at the middle school level. The book is written for teachers who desire to introduce and train colleagues in the service learning methodology. The book assumes that the would-be trainers have:(1) experience in planning and developing curriculum-based service projects in their own classrooms and schools and (2) little or no experience in creating and conducting staff development training. Based on these two assumptions, the book does not provide extensive background "on" service learning but rather focuses on preparing, designing, and leading staff development training "in" service learning. (LB)

ED 436 450   SO 031 019

Andrews, John
Choices and Commitments: The Soldiers at Gettysburg. Teaching with Historic Places.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Civil War (United States); *Geography; *Historic Sites; *History Instruction; Middle Schools; *Political Issues; *Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; United States History
IDENTIFIERS- *Gettysburg Battle; National Register of Historic Places; Pennsylvania

This lesson focuses on the U.S. Civil War Battle of Gettysburg (Pennsylvania) at the beginning of July 1863. The lesson is based on the National Register of Historic Places registration file, "Gettysburg Battlefield Historic District," as well as several primary and secondary sources. It could be used with

NOTE- 216p.; For Evaluation Progress Report No. 1, see SO 031238; for Evaluation Progress Report No. 2, see SO 031 239; for Evaluation Progress Report No. 4, see SO 031 241. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *Art Education; Budgets; *Curriculum Development; Disadvantaged Youth; Elementary Secondary Education; Evaluation Criteria; *Fine Arts; *Interdisciplinary Approach; Internet; Museums; Rural Education; Student Educational Objectives; Telecommunications; Urban Education
IDENTIFIERS- Learning Environment; *Nebraska; Progress Reporting; *Technology Integration

This third evaluation progress report concerns a 5-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. The report states that the "Community Discovered" project is continuing to make substantial and consistent progress in its training, classroom integration, and evaluation activities. It explains that the project focuses on enhancing education by developing interdisciplinary constructivist curriculum units that deliver the arts and art resources to the classrooms of Nebraska and the world via the use of the Internet, describing the project as a multi-element education program that brings the arts and art museums into classrooms electronically; develops computer integration strategies; trains and supports teachers; builds curriculum, instruction, and assessment strategies; and seeks to build a nationwide community for the arts and technology integration. The report states that the evaluation process for the project continues to expand and evolve, with evaluation-related data being collected and systematically reviewed for formative input into specific project objectives and related project activities, and with a design focused on analyzing data related to each of the five goals and related project objectives. It also states that the evaluation determines the general progress and impact of the project on K-12 education in participating schools and includes a systematic review of the learning environments for both students and teachers. The report also seeks to document the project as a potential model for replication by other educational institutions and organizations. Contains extensive appendixes. (BT)

ED 436 470 SO 031 241

Abdouch, Ronald; Grandgenett, Neal; Topp, Neal; Ostler, Elliott; Pawloski, Bob; Timms, Mike; Peterson, Joan
The Community Discovered: The Search for Meaning through the Integration of Art and Technology in K-12 Education. Evaluation Progress Report No. 4.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 262p.; For Evaluation Progress Report No. 1, see SO 031 238; for Evaluation Progress Report No. 2, see SO 031 239; for Evaluation Progress Report No. 3, see SO 031 240. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *Art Education; Budgets; *Curriculum Development; Disadvantaged Youth; Elementary Secondary Education; Evaluation Criteria; *Fine Arts; *Interdisciplinary Approach; Internet; Museums; Rural Education; Student

Whitworth, Jerry E.
Professional Development and the Classroom Teacher: Turning Theory into Practice.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; Elementary Secondary Education; *Faculty Development; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; *Regular and Special Education Relationship; Science Education; Science Teachers; *Teacher Improvement; Teachers; *Teaching Skills

This paper describes a professional development model, which emerged from two projects, that had professional development of teachers as an important component. The first project, Project Lighthouse, was designed to facilitate the inclusion of students with disabilities into general education classrooms. In this project, faculty and staff determined what kind of professional development they needed and in what format, and then school-based teams planned specific activities to address their identified needs. The second project was a science project designed to equip teachers with the knowledge and skills to help their students succeed in the sciences. The project included a summer institute, Saturday sessions during the school year, and a site visit from the project facilitator. Based on experiences with the two projects, researchers created a professional development model that facilitates the growth of teachers toward sustained skill mastery using a focused, programmed approach which provides support to the teacher at each of six stages (basic information, observation, guided practice, skill enhancement, initial mastery, and sustained mastery levels). (Contains 16 references.) (SM)

ED 436 491 SP 038 882

Snyder, Mary; Garten, Ted
The Enhancement of Student Learning through the Implementation of a Four-Day Block Scheduling.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Scheduling; Elementary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Program Development; Student Teaching; Time Blocks; Time Factors (Learning)
IDENTIFIERS- Central Missouri State University

This paper describes how Central Missouri State University converted to block scheduling to provide higher quality field experiences for education majors. The university changed its 50-minute Monday/Wednesday/Friday classes to 75-minute Monday/Friday and Tuesday/Thursday classes, with Wednesdays off for field experiences. This paper explains the process of developing the new schedule, which involved: informal discussion within the department; preliminary discussion with the dean, provost, and other deans; department approval; securing the support of academic departments; schedule building with individual departments; and advising and enrolling students. The transition to the 4-day schedule was very smooth. Advantages included having an easier time getting students into the field on Wednesdays and providing supervising faculty with the university to practice their profession rely more heavily on information they glean through personal experience than through instruction received in the teacher education program. (Author/SM)

ED 436 511   SP 038 902

Gee, Jerry Brooksher
A Comparison by Education Majors of Instruction in a Demonstration Classroom to Teaching in the Schools.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstrations (Educational); *Educational Environment; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; *Student Teaching; *Teaching Experience

This study surveyed undergraduates involved in micro-teaching in two settings to identify what they considered strengths and weaknesses and to ascertain degrees to which they believed these strengths and weaknesses existed. Students enrolled in 300-level methodology classes recorded strengths and weaknesses in their micro-teaching experience within a demonstration classroom and within classrooms in the school settings to improve teaching techniques. These strengths and weaknesses were then put into objective statements. Students statistically measured degrees to which these strengths and weaknesses were believed to exist and compared the data. Results indicated perceived strengths and weaknesses which, when measured, revealed emphases not readily apparent. The factors present in both settings were similar, but they differed significantly regarding emphases. Twelve statements were measured using a Likert-type scale. The fact that an evaluator/assessor does not need to be present in demonstration classrooms as opposed to teaching in schools ranked first in priority. The second ranked factor was that in demonstration classrooms, it is possible to observe students whom one will be teaching prior to the lesson to determine the various teaching styles needed. Comparison of the two teaching environments revealed heavily weighted strengths in favor of using demonstration classrooms to improve teaching techniques. Teaching in schools was viewed only as being a more realistic teaching experience. (SM)

ED 436 512   SP 038 903

Bishop, Krystal
Tapestries: A Phenomenological Study on the Experience of Teaching in the Inclusive One-Teacher School.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; Faculty Development; *One Teacher Schools; Private Schools; Teacher Attitudes; Teacher Collaboration; Teacher Improvement;

compensate for item nonresponse. This volume contains the restricted use codebooks for the SASS Bureau of Indian Affairs (BIA) schools, teachers, and administrators, presented as appendixes O, P, and Q to the earlier volumes. Volume 1 provides the essential background information for the survey, and volumes 2 and 3 are codebooks for the restricted-use and public-use survey data. Codes in this volume relate to a sample of 97 BIA schools, a sample of teachers, and the administrators from these schools. BIA schools include those operated by the BIA and those operated by Indian tribes and tribal organizations. User notes discuss the sample design and sample allocation, the community type, school type, tribal affiliation, and the state or federally recognized tribe. (SLD)

ED 436 531 TM 027 228

Frymier, Jack
Trying To Predict Dropouts at Grade Seven.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dropout Research; *Dropouts; *Grade 7; *Junior High School Students; Junior High Schools; Measurement Techniques; Middle School Students; Middle Schools; *Prediction; School Districts; *Student Motivation; Test Construction; Urban Schools
IDENTIFIERS- Junior Index of Motivation

Two papers by the same author describe efforts to predict school dropouts by collecting information from students and teachers during grade seven. In the first paper, "Trying To Predict School Dropouts at Grade Seven," researchers developed an instrument, "Is This True for Me?" based on the Junior Index of Motivation (JIM) originally developed in the 1960s, along with procedures for measuring student motivation and assessing risk. Information collected from several middle level schools in six urban districts was analyzed, and a report was prepared for each school and school district that was involved. This instrument was studied in more detail as described in the second paper, "Further Development and Validation of a Motivation Index." Teachers in 33 middle level or junior high schools in 6 urban districts administered the "Is This True for Me?" scale to all seventh graders. Results indicate that the revised JIM scale, "Is This True for Me?" is a valid measure of students' motivation to learn in school. It should be a useful predictor of the likelihood of young people dropping out of school before graduation. The scale is attached. (SLD)

ED 436 532 TM 027 589

Alternative Learning Programs Evaluation: Part 1 Report.
PUB DATE- 96
NOTE- 61p.; For Parts 2 and 3 of this report, see TM 027 590-591.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Dropouts; Educational Finance; Financial Support; High Risk Students; *Intermediate Grades; Middle Schools; *Nontraditional Education; Prevention; Program Descriptions; *Program Effectiveness; Program Evaluation;

This volume and its companion, "Part 1," bring together transactions of the Rasch measurement special interest group of the American Educational Research Association. It presents "transactions" in chronological order, from a 1992 discussion through the winter 1995 volume. Four issues of the "Transactions" are presented for each of volumes 6 through 8 in this book. Volumes 1 through 5 are in Part 1. The Table of Contents lists articles by author and volume, and an author index is included. Individual articles contain tables and figures, but the 218 references are grouped. (SLD)

ED 436 551   TM 028 390

Wright, Benjamin D.; Masters, Geofferey N.
Rating Scale Analysis. Rasch Measurement.
PUB DATE- 82
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Comparative Analysis; *Computer Software; *Estimation (Mathematics); Item Response Theory; *Mathematical Models; *Measurement Techniques; Psychometrics; *Rating Scales; Tables (Data); Test Construction; *Test Items
IDENTIFIERS- *Rasch Model

This book discusses constructing variables and making measures. It begins by outlining the qualities a number must meet before it qualifies as a measure of something. The basis is the measurement philosophy of G. Rasch. The first requirement for making good measures is good raw material. To achieve the possibility of comparisons, the data must contain the possibility of a single variable along which persons can be measured. Chapter 2 presents a set of data that must be inspected, and techniques for inspecting the data are reviewed. In chapter 3, five different models for measuring are described, each of which has been developed for a particular type of data. There are other models in the measurement literature, but these, all members of a family, are used because they meet the standards set for measurement. Chapter 4 shows how to use these models to get results, describing four different estimation procedures: PROX, PAIR, UCON, and CON. The quality control of variables is discussed in chapter 5. Chapters 6, 7, and 8 then illustrate the use of the techniques discussed with four different data sets, collected to measure drug use, fear of crime, knowledge of elementary physics, and child development respectively. (Contains 76 figures, 37 tables, and 52 references.) (SLD)

ED 436 552   TM 028 391

Wright, Benjamin D.; Stone, Mark H.
Best Test Design. Rasch Measurement.
PUB DATE- 79
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Item Response Theory; *Mathematical Models; *Measurement Techniques; *Psychometrics; Tables (Data); *Test Construction; Test Items
IDENTIFIERS- Calibration; *Rasch Model

(2) the methods for working toward insight from this frame of reference; (3) the ways of interpreting that insight with a view to planning development; and (4) an approach to continuous evaluation of the development plan. Procedures for drawing from more than one personality theory are included in the evaluation model. (Contains 24 references.) (SLD)

ED 436 574   TM 030 436

O'Neal, Marcia R.
Measuring Resilience.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Measurement Techniques; Personality Assessment; *Personality Measures; *Resilience (Personality); Self Esteem
IDENTIFIERS- *Hardiness

Locating and selecting an instrument that measures resilience is no simple task. This document provides information about several measures of resilience or hardiness that have been used in recent years. The discussion of each measure includes information about its origins, a description of the measure and its uses, and a discussion of the psychometric properties of the measure. The following are described: (1) Personal Views Survey III (Hardiness Institute, 1985); (2) Cognitive Hardiness Scale (K. Nowack 1989); (3) Psychological Hardiness Scale (S. Younkin and N. Betz, 1996); (4) Resilience Scale (G. Wagnild and H. Young, 1993); (5) Resiliency Scale (C. Jew, K. Green, and J. Kroger, 1999); (6) Personal Resilience Questionnaire and Organizational Resilience Questionnaire (D. Conner, 1993); and (7) Family Hardiness Index (H. McCubbin, A. Thompson, and M. McCubbin, 1996). (Contains 24 references.) (SLD)

ED 436 575   TM 030 437

White, Evelyn; Gary, Todd
Does Research Matter to the Classroom Teacher?
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Research; Elementary Education; Faculty Development; Graduate Students; Graduate Study; Higher Education; *Research Utilization; Science Instruction; *Science Teachers; *Teaching Methods

A graduate course that challenged classroom teachers to make a meaningful connection between the research literature and effective classroom teaching strategies was designed and analyzed. The Tennessee State University course, Advanced Science in the Elementary School, is a team-taught doctoral level course for teachers trained in a hands-on science reform project to develop higher quality science teaching and student data collection. (Contains 9 tables and 10 references.) (SLD)

ED 436 597   UD 033 198

Carnevale, Anthony P.; Desrochers, Donna M.
School Satisfaction: A Statistical Profile of Cities and Suburbs. ETS Leadership 2000 Series.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crime; *Educational Quality; Elementary Secondary Education; *Parent Attitudes; Private Schools; *Public Opinion; *Satisfaction; School Choice; Surveys; *Urban Schools

This document profiles opinions on education quality in 55 of the largest cities in the United States. The findings were drawn from a survey analyzed by the Educational Testing Service in which parents were asked their opinions on the public elementary schools in their neighborhood, their views on crime and neighborhood choice, and whether education or crime was such a serious concern that they would like to move. In most cities, between 70 and 95% of households with children were satisfied with their public elementary schools, although in more than half of the cities, upwards of 16% were dissatisfied with their public schools. In most cities, poor schools would prompt only a fraction of households to move. Cities with the largest percentage of households that were dissatisfied did not necessarily have the most intense dissatisfaction. Cities in which there was the highest degree of satisfaction were also the cities with the greatest percentage of children in public schools. In nearly every city, households with children were more concerned about crime than the schools. The differences in school satisfaction between the cities and suburbs were pronounced in most metropolitan areas. However, in the suburbs, as in the cities, concerns related to crime outweighed concerns about the schools. An appendix discusses data collection and survey methodology. (SLD)

ED 436 598   UD 033 199

Herrera, Carla
School-Based Mentoring: A First Look into Its Potential.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Elementary Education; *Interpersonal Relationship; *Mentors; Program Descriptions; Program Effectiveness; Urban Youth; Volunteers
IDENTIFIERS- *Big Brother Big Sister Programs

Given the strong interest in school-based mentoring programs, Public/Private Ventures visited two exemplary mentoring programs chosen by the Big Brothers Big Sisters of America (BBBSA). One program was in Green County, Oklahoma, and the other in Jacksonville, Florida. Researchers talked with parents, teachers, children, and mentors to learn more about how the programs operated and the effects they have on the students and the school. The visits led to four conclusions: (1) school-based mentoring programs reach volunteers and youth who would not participate in community-based programs; (2) school staff provide information to BBBSA staff to help create

"Relevant Legal Principles," examines general legal principles concerning the rights of lesbian, gay, and bisexual students and the federal, state, and local laws protecting such students from discrimination and harm. (SM)

ED 436 620 UD 033 226

Rentner, Diane Stark; Jennings, Jack; Kober, Nancy
Public Schools: A Place Where Children Can Learn To Get Along with Others in a Diverse Society.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consciousness Raising; Cultural Awareness; *Diversity (Student); Elementary Secondary Education; Interpersonal Competence; *Public Schools; School Responsibility; *Student Attitudes; Students

Public schools are one of the main institutions that create cohesion among diverse groups of individuals. Schools are places where children can learn social and citizenship skills that help them live harmoniously and become contributing members of society. Research shows that parents recognize that getting along with others is a necessary skill. Though many of today's public schools are racially and economically isolated, these shortcomings do not diminish the importance of teaching children to be tolerant of differences and to understand and respect other cultures and other people's views. It is important for children to learn tolerance and respect because: the United States is becoming more diverse; the workforce is becoming more diverse and the economy more international; and national cohesion and social harmony depend on people overcoming divisions and understanding each other. Public schools are good places for children to learn respect and tolerance of others because: they better reflect the diversity of American society than private schools; they are a place where children learn social skills naturally; and throughout U.S. history, they have helped to promote social harmony. (SM)

ED 436 621 UD 033 228

Leonard, George J., Ed.; Rosenblum, Diane, Ed.; Leonard, Robert, Ed.; Feldman, Amy, Ed.; Kohn, Stefanie, Ed.
The Asian Pacific Heritage. A Companion to Literature and Arts. Garland Reference Library of the Humanities, Volume 2109.
PUB DATE- 99
NOTE- 691p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Asian Americans; *Asian History; Cultural Background; *Cultural Influences; Ethnicity; Family (Sociological Unit); Fine Arts; Food; Immigration; Literature; Minority Groups; *Pacific Americans; Theater Arts

This book presents a collection of articles on the diverse history of Asian Pacific American heritage. Part 1, "Fundamentals," includes "Reading Asian Characters in English" (Leonard); (2) "Characters: The Asian Ideogram Systems" (Leonard); (3) "Asian Naming Systems" (Leonard); and (4) "The 'Model Minority' Discourse" (Niiya). Part 2, "The Family and the Self," includes (5) "Confucius and the Asian American Family" (Leonard); (6) "My Grandfather's Concubines: A First-

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81p. L1 ED 435 939

Understanding Violent Children. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, 105th Congress, 2d Session.
126p. L1 ED 435 940

Youth Violence. Hearings before the Committee on the Judiciary. United States Senate, One Hundred Fourth Congress, First Session Focusing on the Cause of Juvenile Crime and the Need for Juvenile Justice Reform (Dover and Wilmington, DE, July 15 and 17, 1995).
194p. L1 ED 436 592

(100) AudioVisual Non-Print Materials

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Connecting Education with Careers. Business Education Association for Career and Technical Education Annual Convention Proceedings (Orlando, Florida, December 11-15, 1999).
73p. L1 ED 435 844

Educational Research Workshop on "Minority Education" (Bautzen (Saxony), October 11-14, 1994).
34p. L2 ED 436 432

European Education Thesaurus: Meeting of the Thesaurus Management Group (Budapest, Hungry, November 6-8, 1996).
31p. L2 ED 436 434

Exemplary Institute. Proceedings of the Annual Conference (3rd, Albuquerque, New Mexico, February 22-24, 1998).
399p. L1 ED 436 337

JALT98 Proceedings. The Proceedings of the JALT Annual International Conference on Language Teaching/Learning & Educational Materials Expo. Focus on the Classroom: Interpretations (24th, Omiya, Saitama, Japan, November 20-23, 1998).
275p. L1 ED 436 094

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EA - Educational Management

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EA030132	ED436024
EA030133	ED436025
EA030134	ED436026
EA030135	ED436027

EA030137	ED436028
EA030138	ED436029
EA030139	ED436030
EA030140	ED436031

EC - Disabilities and Gifted Education

EC305774	ED436032
EC305917	ED436033
EC306739	ED436034
EC307498	ED436035
EC307499	ED436036
EC307500	ED436037
EC307501	ED436038
EC307502	ED436039
EC307503	ED436040
EC307504	ED436041
EC307505	ED436042
EC307506	ED436043
EC307507	ED436044
EC307508	ED436045
EC307509	ED436046
EC307510	ED436047
EC307511	ED436048
EC307512	ED436049
EC307513	ED436050
EC307514	ED436051
EC307515	ED436052
EC307516	ED436053
EC307517	ED436054
EC307519	ED436055
EC307520	ED436056
EC307521	ED436057
EC307522	ED436058
EC307523	ED436059
EC307524	ED436060
EC307525	ED436061
EC307526	ED436062//
EC307527	ED436063//
EC307528	ED436064//
EC307529	ED436065
EC307530	ED436066
EC307531	ED436067//
EC307532	ED436068
EC307533	ED436069
EC307534	ED436070
EC307798	ED436071

EF - Eric Facility

EF005501	ED436072
EF005502	ED436073
EF005503	ED436074
EF005504	ED436075
EF005505	ED436076
EF005506	ED436077
EF005507	ED436078
EF005508	ED436079
EF005521	ED436080
EF005737	ED436081
EF005738	ED436082

FL - Language and Linguistics

FL024570	ED436083
FL024571	ED436084
FL026041	ED436085
FL026057	ED436086
FL026058	ED436087
FL026061	ED436088
FL026062	ED436089
FL026063	ED436090
FL026064	ED436091
FL026066	ED436092//
FL026077	ED436093
FL026078	ED436094
FL026079	ED436095
FL026080	ED436096//
FL026081	ED436097//
FL026082	ED436098
FL026083	ED436099//
FL026084	ED436100
FL026085	ED436101
FL026086	ED436102
FL801279	ED436103
FL801340	ED436104
FL801341	ED436105
FL801342	ED436106
FL801343	ED436107
FL801344	ED436108
FL801345	ED436109

HE - Higher Education

HE032615	ED436110

IR - Information and Technology

IR019734	ED436111
IR019735	ED436112
IR019736	ED436113
IR019737	ED436114
IR019738	ED436115
IR019739	ED436116
IR019740	ED436117
IR019741	ED436118
IR019742	ED436119
IR019743	ED436120
IR019744	ED436121
IR019745	ED436122
IR019746	ED436123
IR019747	ED436124
IR019748	ED436125
IR019749	ED436126
IR019750	ED436127
IR019753	ED436128
IR019754	ED436129
IR019755	ED436130
IR019756	ED436131
IR019757	ED436132
IR019758	ED436133
IR019759	ED436134
IR019760	ED436135
IR019761	ED436136
IR019762	ED436137
IR019763	ED436138
IR019764	ED436139
IR019765	ED436140

IR019766	ED436141
IR019767	ED436142
IR019768	ED436143
IR019769	ED436144
IR019770	ED436145
IR019771	ED436146
IR019772	ED436147
IR019773	ED436148
IR019774	ED436149
IR019775	ED436150
IR019776	ED436151
IR019777	ED436152
IR019778	ED436153
IR019779	ED436154
IR019780	ED436155
IR019781	ED436156
IR019782	ED436157
IR019783	ED436158
IR019784	ED436159
IR019785	ED436160
IR019786	ED436161
IR019787	ED436162
IR019788	ED436163
IR019789	ED436164
IR019790	ED436165
IR019791	ED436166
IR019792	ED436167
IR019793	ED436168
IR019794	ED436169
IR019795	ED436170
IR019796	ED436171
IR019797	ED436172
IR019798	ED436173
IR019799	ED436174
IR019800	ED436175
IR019801	ED436176
IR019802	ED436177
IR019803	ED436178
IR019804	ED436179
IR019805	ED436180
IR019806	ED436181
IR019807	ED436182
IR019808	ED436183
IR019809	ED436184
IR019810	ED436185
IR019811	ED436186
IR057120	ED436187
IR057488	ED436188
IR057534	ED436189//
IR057558	ED436190
IR057559	ED436191

JC - Community Colleges

JC000007	ED436192
JC000008	ED436193
JC000009	ED436194
JC000010	ED436195
JC000011	ED436196
JC000012	ED436197
JC000013	ED436198
JC000014	ED436199
JC000015	ED436200
JC000016	ED436201

JC000017	ED436202
JC000018	ED436203
JC000020	ED436204
JC000021	ED436205
JC000022	ED436206
JC000023	ED436207
JC000024	ED436208
JC000025	ED436209//
JC000026	ED436210
JC000027	ED436211
JC000028	ED436212
JC000029	ED436213
JC000030	ED436214
JC000031	ED436215
JC000032	ED436216
JC980142	ED436217
JC990672	ED436218
JC990673	ED436219
JC990689	ED436220
JC990690	ED436221
JC990692	ED436222
JC990693	ED436223
JC990694	ED436224
JC990695	ED436225
JC990696	ED436226
JC990697	ED436227

PS - Elementary and Early Childhood Education

PS027236	ED436228//
PS027495	ED436229
PS027505	ED436230
PS027717	ED436231
PS027722	ED436232
PS027851	ED436233
PS027852	ED436234
PS027853	ED436235
PS027859	ED436236
PS027905	ED436237
PS027907	ED436238
PS027993	ED436239//
PS028033	ED436240
PS028036	ED436241
PS028037	ED436242
PS028038	ED436243
PS028040	ED436244
PS028042	ED436245
PS028045	ED436246
PS028046	ED436247
PS028047	ED436248
PS028077	ED436249
PS028086	ED436250
PS028087	ED436251
PS028088	ED436252
PS028089	ED436253
PS028090	ED436254
PS028091	ED436255
PS028092	ED436256
PS028093	ED436257
PS028094	ED436258
PS028095	ED436259
PS028096	ED436260
PS028097	ED436261
PS028098	ED436262

PS028099	ED436263
PS028100	ED436264
PS028101	ED436265
PS028102	ED436266
PS028105	ED436267
PS028106	ED436268
PS028107	ED436269
PS028110	ED436270
PS028111	ED436271
PS028112	ED436272
PS028113	ED436273
PS028114	ED436274
PS028115	ED436275
PS028116	ED436276
PS028118	ED436277
PS028120	ED436278
PS028121	ED436279//
PS028129	ED436280
PS028130	ED436281
PS028132	ED436282//
PS028133	ED436283
PS028135	ED436284
PS028136	ED436285
PS028137	ED436286
PS028138	ED436287
PS028139	ED436288
PS028140	ED436289
PS028141	ED436290
PS028142	ED436291
PS028145	ED436292
PS028146	ED436293
PS028147	ED436294
PS028148	ED436295
PS028151	ED436296
PS028152	ED436297
PS028154	ED436298
PS028162	ED436299
PS028163	ED436300
PS028164	ED436301
PS028167	ED436302
PS028168	ED436303
PS028169	ED436304
PS028175	ED436305
PS028178	ED436306
PS028180	ED436307
PS028181	ED436308
PS028182	ED436309
PS028187	ED436310
PS028192	ED436311
PS028193	ED436312
PS028197	ED436313
PS028199	ED436314
PS028209	ED436315

RC - Rural Education and Small Schools

RC021522	ED436316
RC021568	ED436317
RC021787	ED436318
RC022122	ED436319
RC022133	ED436320
RC022142	ED436321
RC022151	ED436322
RC022154	ED436323

RC022156	ED436324//
RC022157	ED436325
RC022158	ED436326
RC022159	ED436327
RC022160	ED436328
RC022176	ED436329
RC022177	ED436330//
RC022178	ED436331
RC022179	ED436332
RC022181	ED436333
RC022182	ED436334
RC022184	ED436335//
RC022186	ED436336
RC022187	ED436337

SE - Science, Mathematics, and Environmental Education

SE059113	ED436338
SE060994	ED436339//
SE060995	ED436340//
SE060998	ED436341//
SE060999	ED436342//
SE061000	ED436343//
SE061230	ED436344
SE061298	ED436345
SE061320	ED436346
SE061524	ED436347
SE061525	ED436348
SE061630	ED436349
SE061664	ED436350
SE061708	ED436351
SE061717	ED436352
SE061718	ED436353
SE061721	ED436354
SE061722	ED436355
SE061724	ED436356
SE061744	ED436357
SE061799	ED436358
SE061806	ED436359
SE061857	ED436360
SE061880	ED436361
SE061895	ED436362
SE061896	ED436363
SE061921	ED436364
SE062001	ED436365
SE062003	ED436366
SE062011	ED436367//
SE062019	ED436368
SE062020	ED436369
SE062076	ED436370
SE062256	ED436371
SE062307	ED436372
SE062309	ED436373
SE062311	ED436374
SE062334	ED436375
SE062336	ED436376//
SE062337	ED436377//
SE062338	ED436378//
SE062339	ED436379//
SE062340	ED436380//
SE062341	ED436381//
SE062342	ED436382//
SE062343	ED436383//
SE062344	ED436384//

SE062357	ED436385
SE062358	ED436386
SE062414	ED436387
SE062553	ED436388
SE062590	ED436389
SE062631	ED436390
SE062653	ED436391
SE062737	ED436392//
SE062742	ED436393
SE062743	ED436394
SE062759	ED436395
SE062848	ED436396
SE062915	ED436397
SE062938	ED436398//
SE062946	ED436399//
SE062947	ED436400//
SE062965	ED436401
SE062966	ED436402
SE062978	ED436403
SE062985	ED436404
SE062986	ED436405
SE062987	ED436406
SE062988	ED436407
SE062989	ED436408
SE062990	ED436409
SE062991	ED436410
SE062992	ED436411
SE062993	ED436412
SE062994	ED436413//
SE062995	ED436414
SE062996	ED436415//
SE062997	ED436416//
SE062998	ED436417//
SE062999	ED436418//
SE063000	ED436419
SE063001	ED436420//
SE063002	ED436421//
SE063034	ED436422
SE063047	ED436423
SE063048	ED436424
SE063050	ED436425
SE063053	ED436426
SE063054	ED436427
SE063059	ED436428
SE063060	ED436429
SE063062	ED436430
SE063071	ED436431

SO - Social Studies/Social Science Education

SO029286	ED436432
SO029287	ED436433
SO029288	ED436434
SO029675	ED436435
SO029676	ED436436//
SO029689	ED436437//
SO029760	ED436438
SO030601	ED436439
SO030657	ED436440
SO030706	ED436441//
SO030708	ED436442//
SO030709	ED436443//
SO030785	ED436444
SO030794	ED436445

SO030808	ED436446//
SO030851	ED436447
SO030852	ED436448
SO030866	ED436449
SO031019	ED436450
SO031052	ED436451
SO031079	ED436452
SO031099	ED436453
SO031128	ED436454
SO031129	ED436455
SO031130	ED436456
SO031131	ED436457
SO031141	ED436458
SO031142	ED436459
SO031143	ED436460
SO031148	ED436461
SO031149	ED436462
SO031150	ED436463
SO031151	ED436464
SO031152	ED436465
SO031230	ED436466
SO031238	ED436467
SO031239	ED436468
SO031240	ED436469
SO031241	ED436470
SO031247	ED436471
SO031276	ED436472
SO031286	ED436473
SO031324	ED436474
SO031438	ED436475
SO031463	ED436476
SO031475	ED436477
SO031476	ED436478

SP - Teaching and Teaching Education

SP038842	ED436479
SP038868	ED436480
SP038869	ED436481
SP038870	ED436482
SP038871	ED436483//
SP038872	ED436484
SP038873	ED436485
SP038874	ED436486
SP038875	ED436487
SP038878	ED436488
SP038880	ED436489
SP038881	ED436490
SP038882	ED436491
SP038883	ED436492
SP038884	ED436493
SP038885	ED436494
SP038886	ED436495
SP038887	ED436496
SP038888	ED436497
SP038889	ED436498
SP038890	ED436499
SP038891	ED436500
SP038892	ED436501
SP038893	ED436502
SP038894	ED436503
SP038895	ED436504
SP038896	ED436505
SP038897	ED436506

SP038898	ED436507
SP038899	ED436508
SP038900	ED436509
SP038901	ED436510
SP038902	ED436511
SP038903	ED436512
SP038904	ED436513
SP038905	ED436514
SP038906	ED436515
SP038907	ED436516
SP038908	ED436517
SP038909	ED436518
SP038910	ED436519
SP038911	ED436520
SP038912	ED436521
SP038913	ED436522
SP038914	ED436523
SP038915	ED436524
SP038916	ED436525
SP038917	ED436526
SP038918	ED436527
SP038919	ED436528
SP038920	ED436529

TM - Assessment and Evaluation

TM026190	ED436530
TM027228	ED436531
TM027589	ED436532
TM027590	ED436533
TM027591	ED436534
TM027592	ED436535
TM027593	ED436536
TM027595	ED436537
TM027836	ED436538
TM027877	ED436539
TM028165	ED436540
TM028166	ED436541
TM028167	ED436542
TM028168	ED436543
TM028169	ED436544
TM028170	ED436545
TM028176	ED436546
TM028341	ED436547//
TM028378	ED436548
TM028388	ED436549//
TM028389	ED436550//
TM028390	ED436551//
TM028391	ED436552//
TM028822	ED436553//
TM029203	ED436554//
TM030294	ED436555
TM030415	ED436556
TM030416	ED436557
TM030420	ED436558
TM030421	ED436559
TM030422	ED436560

TM - Assessment and Evaluation (continue)

TM030423	ED436561
TM030424	ED436562
TM030425	ED436563
TM030426	ED436564
TM030427	ED436565